The Dissertation Committee for Kristi Ann Preisman
certifies that this is the approved version of the following dissertation:

Teacher Self in the Novice Secondary Teacher:

Creation and Manifestation

Committee:

_____
Cynthia Salinas, Supervisor

_____
Gary Borich

_____
Sherry Field

_____
Alissa Sherry

_____
Mary Lee Webeck

Teacher Self in the Novice Secondary Teacher:

Creation and Manifestation

by

Kristi Ann Preisman, B.A.; M.A.

Dissertation

Presented to the Faculty of the Graduate School of

the University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

December 2005

This work is dedicated to David and Brendan.

Thank you for you love, patience and support.

Acknowledgements

First, and foremost, I would like to thank the good Lord above for instilling in me the drive and dedication to complete this project and for the occasional *super writing powers!*

Secondly, I would like to thank David and Brendan because this degree would not be possible without the both of you. David, thank you for supporting me and believing in me throughout this journey. I sincerely appreciate your faith, patience and love. I would not have chosen to take on this challenge had God not blessed my life with you as my husband. Brendan, how did I get so lucky? You were a fabulous baby from the first night we brought you home. You have been so patient and understanding through this process. Thank you for all the times you listened to me talk about the teacher self and for all the great naps you took so I could complete my work. You were a foundation for me through this work. I hope you will love learning as much as I do.

Next, thank you Dr. Salinas (or should I *finally* call you Cinthia). I am very grateful for your mentorship and friendship. It would be a blessing if all graduate students could have a dissertation chair that is as patient, helpful and insightful as you. I hope that I can emulate the kind of professor you have been to me. God bless you!

Finally, thank you Mom, Dad, Sara, Kelly, Traci, Jay, Jeff, Grandma, Scott, Grant, Sydney, Allyson, Kevin, Brandon, Tyan, Miranda, Jayda, Jaxson, Wayne, Jane, Geoff, Debbie, Meghan, and Ryan. Thanks to all of you for your inquiry, care, concern and support. I am so blessed to have the family that I do.

Abstract

This qualitative case study examined the creation of the teacher self in the novice secondary teacher and its manifestation in classroom practice. In asking, *how is the teacher self created through educational experiences*, the researcher explored participants' educational memory, teacher preparation programs, experiences of the first year/s and educative life experiences. Simultaneously, the researcher focused on how the teacher self was or was not manifested in classroom practice. This study argued the creation of teacher self was a constant negotiation and state of dissonance between a cluster of experiences. The dissonance and resulting compromises of teacher self that occurred were apparent in four ways. First, the majority of the study participants believed their students would be as they were in during high school; however, all of them encountered differing realities. This paradox aroused an awareness of privilege, but not necessarily critical consciousness in the teacher selves of the participants. Second, it appeared there was an inconsistency between the participants' value and understanding of educational/instructional theory in influencing their teaching selves. All participants claimed pedagogical and curriculum conceptual understandings played a minimal role in shaping their teacher selves and classroom practice; however, interviews and observations demonstrated educational/instructional theory was visible in the classroom. Third, based on past educational experiences, the participants perceived the teacher self to be autonomous in the classroom; however, external forces, mainly high stakes standardized testing, collided with the teaching selves' vision of autonomy. Finally, there

were times when participants believed their teaching selves were securely manifested in their classroom practices. Despite the informants' claims, there was ample data indicating that often teacher self did not emerge in ways informants assumed. The findings of this study suggested all facets of teaching—teacher preparation, teacher induction and teacher research—take a more in-depth examination at how past and present educational experiences shape the teaching self and in turn how the teaching self is or is not manifested in classroom practice.

Table of Contents

Chapter One

Introduction

Educational Problem and Its Significance

As America's student population continues to grow, there is need for a greater number of effective classroom teachers. In the majority of cases, there is strong evidence that teacher effectiveness improves sharply after the first few years (Kain & Singleton, 1996). Unfortunately, 50% of new teachers will leave the profession in the first five years (National Education Association, 2002) due to an array of challenges and difficulties they face in their classroom. In order to keep new teachers in the classroom for longer periods of time, efforts need to be made by all educational environments that will assist and encourage teachers to remain through their beginning years.

Many effective strategies focusing on helping neophyte teachers through their beginning years exist today. These include orientation programs, induction and/or mentor programs, professional development and support from local universities. Administrators are encouraged to allow new teachers to participate in decision-making and there are greater efforts to give new teacher support for student discipline (Certo and Fox, 2002). These endeavors can lead to a prolonged stay for new teachers when they address key challenges of the first years, which include the 'survival guide' topics such as classroom management, stress reduction, lesson planning and others. However, there is one key topic missing from this list of efforts for new teachers and this is personal attention, attention to the 'person' in the classroom as well as the 'teacher' in the classroom.

This study focused on the teacher self, a personal side of teaching that is rare in the research of novice secondary teachers. The overall goal of this research was to examine teacher self in the novice secondary teacher. More specifically, this study examined how the teacher self was and continues to be created through educational experiences during the teacher's lifetime. While examining the creation of the teacher self, it was also noted how the teacher self was manifested in the beginning teachers' classroom practices. The purpose of this study was to add to the ever-growing knowledge base of teacher education, teacher induction and teacher research.

This chapter addresses the motivations for this research based predominantly on the need to retain teachers. The first issue addressed is the educational problem of teacher attrition and some ways in which school systems work to decrease this problem. Through this discussion of teacher attrition and the ways in which schools are trying to decrease this problem, such as mentor and induction programs, it becomes clear there is a piece missing from the initiatives to alleviate attrition. The next section of the chapter focuses on the missing piece of retention efforts, which is personal attention. Subsequently, there is an explanation of how this research focused on the personal side of teaching by addressing the teacher self through two research questions: *how is the teacher self shaped through educational experiences (educational memory, teacher preparation program, and experiences of the first year/s)?* and *how is the teacher self manifested in classroom practice*? The chapter concludes with a description of the research methods used along with an overview of this study.

Teacher Attrition and Retention

There is a significant need for good teachers in our schools and unfortunately in this time of need, there is a shortage. Teachers leave the classroom for many reasons, which include school characteristics, organizational conditions and personal characteristics (Certo & Fox, 2002). There is an array of challenges encompassed in these three categories that lead to teacher attrition: lack of administrative and colleague support, student discipline and motivation, insufficient planning time, large class sizes, low salary and lack of opportunity for advancement. Other factors that attribute to the loss of new teachers include lack of autonomy, professional challenges, political pressures and relationships with parents and students. Beginning teachers also feel overwhelmed due to large class sizes and the responsibilities of extracurricular activities. These problems lead to many beginning teachers opting out of the classroom for jobs that will give them greater self-satisfaction, less stress and more rewards.

According to Darling-Hammond (2003), attrition among new teachers is very costly. There is a constant cycle of new teachers flowing through the system that require funding through recruitment and hiring, orientation, induction and/or mentor programs and staff development. These neophyte teachers gain from these beginning processes, but many do not remain in the classroom long enough to make the investment worthwhile. The cycle then continues as schools must again work with the next batch of new teachers and teach them the basic and essential skills needed in the school. Students pay the highest cost of this attrition cycle. Some students, especially those in urban settings, are subjected to “a continual parade of ineffective teachers” (Darling-Hammond, 2003, p. 8)

because new teachers lack the skills of their more experienced veteran teachers. The neophyte teachers do not remain in the classroom long enough to gain the experience and expertise that benefits the students' learning.

Due to the high costs of teacher attrition, many school systems are now taking steps to help retain teachers through their difficult first years. Induction and/or mentor programs and professional development play a large role in helping and guiding novice teachers as they begin work in the classroom. First year teachers can experience overwhelming isolation when they leave the comforts of their teacher preparation program and enter their first classroom (Certo & Fox, 2002). The teachers, who were used to the support of student teaching cohorts, cooperating teachers and university supervisors, are repeatedly left to face students by themselves. Induction and mentor programs and professional development can help reduce the isolation new teachers feel by giving them a support system that is reminiscent of those in the teacher preparation program.

Induction and mentor programs are an expected part of the first year of teaching (Ganser, 2002). These two types of teacher assistant programs can work as a team and, when they are implemented effectively, can make a significant difference in the life of the first year teacher (Ganser, 2002; Millinger, 2004). Induction support includes such components as orientation meetings, workshops and training, professional development plans and portfolios, classroom observations and peer group support (Sweeny, 2001). Mentoring programs involve a veteran teacher acting as a mentor to the novice teacher. Mentorship, according to Ganser (2002), "augment[s]… forms of induction support" (p.

50). These programs can range from basic to complex and affect beginning teachers in various ways. The goals of most of the induction and mentor programs mainly focus on co-developing and collaborating, observation and feedback, and encouragement and support (Millinger, 2004).

Professional development also plays a role in decreasing the rate of attrition among new teachers. Whether it is all-day sessions or meetings after school, opportunities for professional development can help neophyte teachers achieve a stronger grasp on their classroom and instruction. For example, these in-service times can focus on long- and short-range planning, managing student behavior, or relationships with students and parents. It is important to find relevant topics that new teachers feel they need to assist them in their first years.

New teachers can receive much assistance through induction and mentor programs and professional development and much of this help focuses on 'survival guide' topics such as classroom management techniques, time management, stress reduction, lesson planning and instructional methods. These topics are very significant parts of the novice teachers' first years; however, there is one area that is neglected in many programs. This missing piece is personal attention, attention to the 'person' in the classroom as well as the 'teacher' in the classroom. More research needs to be conducted and action taken based on the novice teacher's identity growth and development as an educator (Allender, 2001; Britzman, 2003; Danielewicz, 2001; Dollase, 1992; Featherstone, Munby, and Russell, 1997; Schempp, Sparkes, and Templin, 1999; Tickle, 1999).

The goal of this research was to add to the knowledge base of the personal growth of the teacher. I focused specifically on the development of the teacher self and the ways in which the teacher self was manifested in classroom practices. The teacher self is one of the multiple selves (Mead, 1962) that exist in someone who is a teacher and it is created by a synthesis of internal self-definitions and external definitions from others (Jenkins, 1996). The teacher self is more than playing a role; it is the 'I' or the 'me' that stands before the students and makes decisions that impact their lives (Danielewicz, 2001). The teacher self is the inner core of the teacher. It contains the ideals, beliefs and visions of how he or she perceives his or herself as a teacher as well as the expectations for students and colleagues. Teacher self is the basis for the identity of a beginning teacher, and as the teacher self continues to be shaped through educational experience, so will the teacher's identity. I believe the teacher self may exist in all individuals, but the focus of this study was on those individuals who had chosen to bring their teacher self to the classroom.

Based on the works of Britzman, (2003); Danielewicz, (2001); Schemmp, et al. (1999), this work highlighted how the teacher self was influenced and shaped by educational experiences, which included the educational memory, the teacher preparation program and the teachers' experiences during their first year/s. For the purposes of this study, the educational memory is the culmination of experiences in grade school and high school. It is during these years that a teacher begins to create his/her perceptions of what a teacher is and what a teacher does and begins to develop a sense of the 'life of a teacher'. Echoing Britzman's (2003) thoughts, the educational memory also allows the teachers to begin to "anticipate their dreams of students, their hopes for colleagues and

their fantasies for recognition and learning" (p. 3). The teacher preparation program is the stage of a teacher's career when he/she is shaped by content matter and instructional theory. It is during this time that teachers begin their practical experiences with students, which can be the most powerful shaping agent of the teacher preparation program according to Blasé & Greenfield (cited in Schempp, et al., 1999). As beginning teachers move through these two sets of experiences, their teacher selves are being shaped and defined. They form expectations of themselves as well as their students, colleagues and administration. These perceptions are then tested when they begin their first year/s of teaching. It is during this time of educational experiences when their perceptions will be confirmed or denied based on their experiences with significant and salient others (Borich, 1999) in the form of students, colleagues, and administration along with the ominous influence of high stakes standardized testing. Each of these three educational experience clusters—educational memory, teacher preparation program and experiences of the first year/s—was examined through this research while simultaneously gaining an awareness of how the teacher self was or was not manifested in classroom practice.

It is important to address that in this study, the term "classroom practice" encompassed the myriad of ways in which the novice teacher interacted with students throughout the day. This included lesson planning, teaching methods (i.e. facilitation, direct instruction), instructional strategies (i.e. note taking, questioning, homework), and 'downtime' (free time for students). In general, all of the actions of the teacher were observed throughout the class periods. There was no focus on a specific lesson plan format, teaching method or instructional strategy because instruction in the classroom

took on many forms and figures, just like the teacher self. The participants in this study, like all novice teachers, were in the process of discovering their teacher self and as they continually negotiated the world around them, they were experimenting with different lesson plans, teaching methods and instructional strategies to find ones that fit them best. Therefore, there was constant change occurring in the classroom and it was important to be open to all avenues in which the teacher self was or was not present.

Research Questions and Methods

There were two central questions addressed in this research project. The first question focused on the development of teacher self: *how is the teacher self shaped through educational experiences*? When examining this question, the research was based on three educational experience clusters: educational memory, the teacher preparation program and the experiences of the first year/s. The second question focused on the teacher self in classroom practice: *how is the teacher self manifested in classroom practice*?

This dissertation work was conducted through qualitative case study research. The creation of the teacher self was explored through triangulation of interviews, observations and collection of classroom documents. Interviews allowed for detailed communication with the participants about their educational experiences and how they believed their teacher selves were influenced as well as how they believed their teacher selves were or were not evident in their classroom practices. Observations allowed for opportunities to triangulate participants' perceptions of their teaching selves. The collection of classroom

documents such as lesson plans, handouts and student work enhanced the information gained through interviews and observations.

Design and Overview of the Study

This study took place in two phases. The first phase was conducted in the spring semester of 2004. A pilot study was conducted that centered on a beginning teacher who was in her second year of teaching. This study aided in creating and modifying interview questions and allowed for discovery of the objectives of the observations. The second phase, which took place in the fall of 2004 and the spring and summer of 2005, incorporated three more teachers along with the original teacher that participated in the pilot study. Both phases consisted of interviewing the participants about the educational experiences which focused on the educational memory, the teacher preparation program and the experiences in the first year/s in order to gain a better understanding of how the participants' teaching selves were shaped. Along with the interviews, passive participant observations were conducted in order to watch for indications of how the teacher self was or was not evident in classroom practice. Finally, classroom documents, such as lesson plans, lesson handouts and student work were collected in order to assist in the triangulation of interview and observation data.

Summary

This chapter has introduced the main aspects of this research study. I first described the educational problem of teacher attrition and explained some ways in which school systems can help decrease the problem. I then addressed the personal side of teaching, which is often a neglected part of many induction and/or mentor programs and

professional development. Following that, there was an explanation of how this research focused on the personal side of teaching by addressing the teacher self through two research questions: *how is the teacher self shaped through educational experiences (educational memory, the teacher preparation program, and experiences of the first year/s)?* and *how is the teacher self manifested in classroom practice*? Finally, I described my research methods and addressed the overview of the study.

Chapter Two

Literature Review

Introduction

Teachers are a fundamental key to the success of education. In order to have effective educators, we must understand how those who are successful have come to be (Danielewicz, 2001). A teacher begins to form his or her teacher identity or self during the first years. “Each new teacher’s learning agenda is…intimately bound up with the personal struggle to craft a public identity” (Feiman-Nemser, 2003, p. 26). In creating the self in the classroom, beginning teachers negotiate the multiple realities that surround them (Britzman, 2003; Lortie, 1975, Schempp, et al., 1999). They are impacted by their personal background as a student, their experiences in their teacher preparation program and they also encounter a new veracity in the context of their first year/s of teaching. In the course of negotiating past experiences and their current realities, the neophytes work to form a teacher self in the classroom that influences all facets of their school day.

More research needs to be conducted and action taken based on the novice teacher’s personal growth and development as an educator (Allender, 2001; Britzman, 2003; Danielewicz, 2001; Dollase, 1992; Featherstone, et al., 1997; Schempp, et al., 1999; Tickle, 1999). Becoming a teacher is a personal journey, one that requires sufficient time for personal development and reflection. By acknowledging the growth and development of a beginning teacher’s identity, “teachers can use this awareness in the classroom to better meet their own needs and those of students” (Allender, 2001, p. 3). It can be logically deduced if a beginning teacher feels comfortable and successful in

the classroom and has more efficacy toward his or her teaching, the students are going to benefit as well (NEA, 2002).

This chapter addresses the current research available on the teacher self in the novice secondary teacher and its impacts on classroom instruction. Next, there is a rationale for the study followed by a general description of 'self' and an explanation of my working definition of teacher self. The chapter concludes with a description of the three educational experience clusters: educational memory, teacher preparation program and the experiences of the first year/s, which work to shape the teacher self of the novice secondary teacher.

Current Research

In regards to the research on novice secondary teachers, there are studies that highlight 'survival guide' topics such as classroom management techniques, time management and stress reduction (Martin and Baldwin, 1996; Walsdorf and Lynn, 2002). Other bodies of research center on mentoring and induction programs to help new teachers be successful and remain in the classroom (Conway, Krueger, Robinson, Haack, and Smith, 2002; Strong and Baron, 2004; Johnson, 2001). Research on new teacher rates of attrition and the reasons new teachers leave the classroom also exist (Manuel, 2003). There is also information available for teachers relating to lesson plans and teaching techniques (Joyce, Weil, & Calhoun, 2000), but minimal information on teacher self in the novice secondary teacher and its impacts and influences on classroom instruction (Gommers and Hermans, 2003; Twiselton, 2004).

In regards to teacher self, the research is mainly focused on teacher identity, which some regard as analogous to teacher self (Britzman, 2003; Danielewicz, 2001; Gommers & Hermans, 2003; Schempp, et al., 1999; Zembylas, 2003). I, however, view them differently and the reasoning behind this is addressed later in this chapter. The research on teacher identity tends to spotlight the construction of teacher identity, which includes works from Coldron and Smith (1999), Hopper and Sanford (2004), and Mahlios (2002). Mayes (2001) discusses the importance of spiritual reflexivity in the creation of the teacher identity. There are some that do use the term self/teacher self, such as Zembylas (2003), who focuses on the role emotion plays in constructing the teacher self, and Schempp, et al, (1999) who write about establishing the self in the first years of teaching.

The recent research available on teacher self/teacher identity mainly focuses on pre-service teachers (Allender, 2001; Britzman, 2003; Danielewicz, 2001; Featherstone, et al., 1997; McLean, 1999). Britzman (2003) completes a critical study of the contradictories of learning to teach and the struggle for significance in student teaching. Allender (2001) centers upon the process of *becoming* as he and his students explore the relationships among self and others along with pedagogical theories and practices. Identity pedagogy and its importance in teacher education programs is the heart of Danielewicz's (2001) book. McLean (1999) also focuses on the personal and professional growth of pre-service teachers by outlining agreements and disagreements about the ways of thinking about the person in progress. Finally, Featherstone, et al. (1997) follows a

group of pre-service teachers in order to illustrate their journey of developing a voice in their teaching.

It can be assumed that it is easier to focus on pre-service teachers because they are in a position to reflect and discuss the creation of their teacher self. As they are still in school and 'practicing', they have access to professors, supervisors, peer cohorts and cooperating teachers. This has allowed researchers to follow them through their student teaching semesters and watch their teacher metamorphosis.

Novice teachers, however, are not as likely to take the time to reflect (Dollase, 1992) and discuss the teacher self in their teaching nor do they have as much access to colleagues, professors, or mentors as pre-service teachers do. Also, beginning teachers may not have the accessibility to a mentor or induction program, which would allow them the opportunity to interact with other novices, veteran teachers, or administration in ways that will help them reflect on their classroom instruction. Beginning teachers are also less likely to focus on the concept of teacher self because they are more concerned with completing the technical tasks of each school day (Tickle, 1999). These are just a few of the reasons why there is only a small amount of information specifically referring to self or teacher self in the novice secondary teacher. Some examples of research in this area include: Roth's (2002) *Being and Becoming in the Classroom*, Schempp, Sparkes & Templin's (1999) *Identity and Induction: Establishing the Self in the First Years of Teaching* and Tickle's (1999) *Teacher Self-Appraisal and Appraisal of Self.*

Roth's (2002) book is about the being and becoming a teacher based on his own journey of teaching, particularly about teaching alongside of others. Schempp, et al.

(1999) focus on three interrelated elements that teachers use to establish their identity: biography, establishing the self in teaching, and establishing the self in schools. Tickle (1999), who has previously researched the technical transformation of novice teachers, changes his focal point to stress the importance of a reflective teacher educator and the need to put aspects of the self at the center of teacher development. These examples of research on the role of self in the beginning teacher discuss the negotiations neophyte teachers make during their beginning years; however, they do not address the impacts and influences of the teacher self on classroom instruction.

By examining the information available on teacher self in the novice secondary teacher and its relationship with classroom practice, it is clear to see these fields are not saturated. By focusing on teacher self and its manifestations in classroom practice, this study contributes new information that may be valuable to the fields of teacher education, teacher induction and teacher research.

Rationale for Study

It is a fact that the first years of teaching are the toughest. The National Education Association (2002) states that nearly 50% of new teachers will leave the profession in the first five years. Beginning teachers are placed in large classrooms with a wide diversity of students who have an assortment of educational, physical, mental, and emotional needs. They are assigned classes that experienced teachers do not want, assigned the most troublesome students in the school and take on the responsibility of the most difficult duties outside of the classroom (Johnson, 2001; Petersen, Williams, Dick & Dunham, 1998). Neophytes, “despite their subject matter knowledge, teaching skills and

understanding of educational theories," feel unprepared in the classroom (Roth, 2002). Novice teachers are isolated in their classrooms as they face these challenges (though some may be fortunate to be a part of an effective mentoring program).

Though there are many available 'quick-fixes' or 'survival guides' for beginning teachers, these may not be enough to help them through the first years successfully. More research needs to be completed and action taken based on the novice teacher's self (Allender, 2001; Britzman, 2003; Danielewicz, 2001; Dollase, 1992; Featherstone, et al., 1997; Schempp, et al., 1999; Tickle, 1999). All beginning teachers are on a personal journey that requires sufficient time for personal growth and reflection. It is important to acknowledge this growth and development of the teacher self by working with teachers so they are more able to meet their own needs and those of students. If our teachers are comfortable, confident and successful in their classroom, their students will benefit also. (NEA, 2002).

The goal of this research project was to add new information about teacher self in the novice secondary teacher and gain an awareness of how it was or was not manifested in classroom practice. The first step of the research was to examine how the novice secondary teacher created his or her teacher self based on three educational experience clusters: educational memory, the teacher preparation program and the first year/s of teaching. In conjunction with gaining an understanding of how the teacher self was created, this research also highlighted how the teacher self was or was not manifested in classroom practice. The results of this research added to the ever-growing fields of teacher education, teacher induction and teacher research.

In addressing teacher education, I am very inspired by Danielewicz's (2001) idea of 'personal pedagogy' and it is perceived that this research supported the importance of fostering the teacher's personal development. This research also contributed to the knowledge about teacher induction. Based on the fact that there is minimal attention paid to teacher identity and growth in most mentor and induction programs, this study focused on the idea that teacher self is a significant part of the first year teacher and should be one of the central facet of these programs. By paying attention to the teacher self, it not only creates a better classroom environment for the teachers, but also for students. This research also added to teacher research because the collection of data can be used by various entities (universities, administrations, professional development, mentor programs) aimed at teacher retention through the difficult first years.

Teacher Self in the Novice Teacher

In describing the teacher self, it is important to note that a working definition has not been found for this term. In working with the term teacher self, I compiled different facets of the general term 'self' to explain how the term was used in this study. This section gives a broad definition of the term self and its characteristics in order to present a basic understanding. After explaining a brief description of self, the concept of teacher self is clarified.

Self

The self is an ever-changing, dynamic social emergent within all human beings. As one proceeds through his or her lifetime, the self is created through social experience. According to Mead (1962), "The self is something which has a development; it is not

initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to other individuals within that process" (p. 135). The concept of self has, but is not limited to, two dimensions—the individual identity and the collective identity (Jenkins, 1996). The 'self' is an "ongoing and, in practice simultaneous, synthesis of (internal) self-definition and the (external) definitions of oneself offered by others" (Jenkins, 1996, p. 20). As the self is created, individuals are thinking and reflecting about themselves, but they are also seeking validation from the 'generalized other' (Mead, 1962).

The generalized other is the organized community or social group to which the individual "belongs and against which she is poised and defined" (Jenkins, 1996, p. 42). Individuals are faced with many generalized others. Examples include family, colleagues, religious organizations, or community organizations. These groups influence the way the self is created because individuals tend to take on attitudes and actions that belong to the generalized other.

> If the given human individual is to develop a self in the fullest sense, it is not sufficient for him merely to take the attitudes of other human individuals toward himself and toward one another within the human social process, and to bring that social process as a whole into his individual experience merely in these terms: he must also take…their attitudes toward their various phases or aspects of the common social activity or set of social undertakings in which, as members of an organized society or social group, they are all engaged (Mead, 1962, pp. 154-155).

A new teacher's generalized other exists in many facets, which can include colleagues, administration, students, parents, community or extra-curricular activity groups. For example, new teachers are very susceptible to the influences, attitudes and actions of colleagues in their subject departments. New teachers take ideas, classroom lessons, and beliefs about students from their colleagues and implement them into their classroom. The generalized other of the subject department influences new teachers' attitudes and actions, just as Mead describes.

Mead (1962) points out that human beings not only experience themselves indirectly from the generalized other, but also from specific individuals in the generalized other. The individual experiences himself "from the particular standpoints of other individual members of the same social group, or from the generalized standpoint of the social group as a whole to which he belongs" (p. 138). In labeling the individual members of the generalized other, I choose to use Borich's (1999) significant and salient others.

The significant other is an "individual selected and *unconditionally* valued by the developing self as a source of self-reflection and an interpreter of behavioral dialogue" while the salient other is an "individual, selected or accepted by the developing self and *conditionally* valued for a specific reflection 'self' and for interpretation of specific events in the behavioral dialogue" (Borich, 1999, p. 94). It appears the significant other can be seen as one that is valued, trusted and respected, and in the context of a first year teacher could be a colleague or a former professor. The salient other appears to be a person that is of higher power and may not always be valued, trusted or respected. An

example of a salient other in the life of a new teacher could be an administrator or the head of his or her subject department. Of course, these examples are not true for all new teachers.

Significant and salient others are integral to the development of the self. "…the recognition of our personal Self comes with the recognition of the Other as a Self to whom we are an Other. I not only perceive the other from my standpoint, but the other also perceives me in a similar way…" (Roth, 2002, p. 37). The self cannot exist in a vacuum. It is not enough to focus on what we think of ourselves, but we must also take into consideration what others think about us. "It is not enough to assert an identity. That identity must also be validated (or not) by those with whom we have dealings" (Jenkins, 1996. p. 21). New teachers seek the validation (or not) of administration, colleagues, students, parents and the community.

When referring to the self, we are referring to the "internal state of consciousness we refer to in everyday speech whenever we use the word, 'I'" (Danielewicz, 2001, p. 39). The 'I' or self that is created depends greatly on the language process for its development (Mead, 1962). The discourse that surrounds us plays a significant role in shaping the people we become. Discourse, according to Foucault (1972) is "sometimes as the general domain of all statements, sometimes as an individualizable group of statements, and sometimes as a regulated practice that accounts for a number of statements" (p. 80). The words that shape us can be authoritative, persuasive, respected, deceptive, creative, but most of all, powerful.

In shaping the self, discourse can take on two forms (Danielewicz, 2001). Discourse can center on a broad general idea that encompasses many statements which "… function together as a cohesive unit, such as 'the discourse of student teaching' or 'the discourse of scientific inquiry'" (p. 135). For example, the types of general discourse that influence teachers in their first year can include 'the pressures of first year teaching', 'the problems of classroom management', or 'baptism by fire'. Discourse can also be the language itself, "the words and sentences used by people to make meaning or to communicate" (p. 135). New teachers can be influenced by words such as, 'I wouldn't do it that way' or 'This way works best for me'. Both forms of discourse impact the ways in which a novice teacher's self comes to be.

There is not a single self that develops through one's lifetime, but a variety of selves exist. Mead (1962) states, "We carry on a whole series of different relationships to different people…We divide ourselves up in all sorts of different selves with reference to our acquaintances…It is the social process itself that is responsible for the appearance of the self; it is not there as a self apart from experience" (p. 142). Though the self is in a constant change of flux, individuals do have recognizable selves (Danielewicz, 2001; Jenkins, 1996). Beginning teachers are at a stage in their life where they must start to create a teacher self based on their environment and the significant/salient individuals that surround them. A new self is being created for each teacher, a self that must navigate past experiences and the present classroom, school, and community.

Teacher Self

When I first started this research, I was adamant about qualifying the subject of this research as teacher self rather than using the term teacher identity. Though the majority of the books and articles I had read used the term 'teacher identity,' I was resolute on using the term teacher self and making this personal side of teaching fit into my personal theoretical framework and beliefs about teacher self. It was not until about a year into this study, while attending an educational conference, that someone inquired as to what the difference was between teacher self and teacher identity. This was challenging because in my thinking I knew the difference between the two, but I had yet to articulate it to others. Eventually, my thoughts were scratched on a piece of paper in my kitchen:

> I have an identity as a teacher, mother, sister, wife; these identities are what people see on the outside, but my teacher self, mother self, sister self, wife self are more intrinsic and unrevealed to others. They may lead to my identity as a teacher, mother, wife, and sister, but they are not always evident. They are the personal experiences, struggles, negotiations, and witnessings I have done all through my life. My teacher self is my mind set, my beliefs, my passions and furies toward teaching—an unexamined and personal space. It leads me to having an identity of a disciplinarian, hard working and strong classroom teacher. The perspectives and actions I bring to the classroom are shaped by my teacher self. My teacher self has witnessed and internalized a plethora of experiences that have shaped it and changed it over the years. My teacher self continues to shift based

> on my experiences and reflections and this shaping/shifting then affects my classroom choices and practices and overall how people view me—my teacher identity. The teacher identity is what is public and obvious in my words and actions while the teacher self remains private and foundational to my thinking and understanding and framing of teaching and learning. In simpler terms, I see teacher identity as the outside and the teacher self as the inside. The more visible teacher identity can also be manipulated to appease others, i.e. administration, supervisors, students. Our identity may be contrary to our teacher self. We may be prompted to make decisions and/or take actions in our classroom that differs or conflicts with our teacher self, but in order to keep our job, our identity as a teacher conforms to the norm of our school (Research notes, Mar. 29, 2005).

These are my thoughts that frame my belief about the difference between teacher self and teacher identity. Teacher self is the inside; teacher identity is the outside. Teacher self is the genuine and foundational elements of who we are as teachers; teacher identity is something that can be influenced and altered in order to assume the role that is needed to be a successful and 'normal' teacher.

A week or two after coming to this milestone in my research, I discovered an article entitled, *Interrogating "Teacher Identity": Emotion, Resistance, and Self-formation* by Michalinos Zembylas (2003). He made this statement about teacher self/teacher identity.

> A recurring theme in contemporary pedagogical circles is the 'teacher self; along with several concepts that cluster around it—identity, individuality, fulfillment.

> One premise underlying discussions of the teacher-self (at least in the context of contemporary Western Europe and North America) is that the teacher is an autonomous individual, constantly moving between the need to connect with other colleagues and the need to maintain a sense of individuality (Smith, 1996). In this formulation, the teacher-self is 'coherent, bounded, individualized, international, the locus of thought, action, and belief, the origin of its own actions, the beneficiary of a unique biography' (Rose, 1998)—she or he is assumed to possess a consistent identity (a 'teacher identity') that serves as the repository of particular experiences in classrooms and schools, the site of thoughts, attitudes, emotions, beliefs and values (p. 107)

After reading this article, I felt very confident in my characterization of teacher self and its difference from teacher identity. Though Zembylas (2003) and I are not analogous, he is the only person thus far that I have found that discusses the similarities/differences of these two terms. It is understood that Zembylas is stating teacher self and teacher identity are similar because the teacher identity is the repository for the teacher self and therefore, the teacher identity will reflect and be similar to the teacher self. However, I challenge this thought and take it one step further in saying the teacher identity can be purposefully chameleon while the teacher self remains undeniable. The teacher self is the trueness of who we are as teachers. The teacher self is the 'I' and 'me' that reflects on past experiences and brings these experiences to life. I believe teacher self and teacher identity are compatible the majority of the time and as the teacher self is shaped throughout teaching, our teacher identity potentially will change also. Our teacher self is the core of

who we are as teachers and the teacher identity is the visible shell that surrounds that core.

For the purpose of this study, I have created a working definition for teacher self. The teacher self is one of the multiple selves (Mead, 1962) that exist in someone who is a teacher and is created by a synthesis of internal self-definitions and external definitions from others (Jenkins, 1996). It is the 'I' or the 'me' that stands before the students and makes decisions that impact their lives (Danielewicz, 2001). The teacher self is the inner core of the teacher that contains the ideals, beliefs and visions of how he or she perceives oneself as a teacher as well as the expectations one has for students and colleagues. Teacher self is the basis for the identity of a beginning teacher and as the teacher self continues to be shaped through educational experience so will the teacher's identity.

Beginning teachers are at a stage where they are first able to realize themselves as a real teacher. With their presence in front of the classroom and their responsibilities of facilitating learning with students, they are recognizing themselves as the 'teacher'. Young neophytes are using educational experiences, both internal and external, to shape their teacher self. The generalized other—families, colleagues, administration, students and the community—are beginning to recognize and regard the novice teachers as a 'teacher'. Discourse from past educational experiences begins to intertwine with the current discourse of the first years of teaching. The teacher self, due to these factors and many others, is a continuous, ever-changing part of the first year/s.

As novice teachers work towards developing their professional teacher self, they will encounter many personal, institutional, and social realities that will shape the teacher

they become. Novice teachers are constantly negotiating their self in the classroom. "Learning to teach is a social process of negotiation rather than an individual problem of behavior" (Britzman, 2003). Despite the fact that teachers are in an isolated classroom, there are personal, institutional, local and social realities that shape who they become.

Three Educational Experience Clusters

The development of the teacher self happens throughout a lifetime. Teachers are first influenced by their past experiences in schools, which lead to beliefs of what a teacher is, what a teacher does and beliefs about the 'life of the teacher.' They have their formal undergraduate and sometimes graduate education, which has equipped them with knowledge for and about the classroom. The experience of student teaching practice enables them to have real-life 'practice' in the classrooms. Once they become beginning teachers, their teacher self is confronted with a new set of educational experiences, which includes interaction with students, colleagues, parents and administration. For the purpose of this study, the culmination of a beginning teacher's educational experiences was categorized into three educational experience clusters based on the works of Britzman (2003), Danielewicz (2001) and Schempp, et al. (1999). These clusters include: educational memory, the teacher preparation program and the first year/s of teaching. Each of these experience clusters is significant to the development of the teacher self. Britzman (2003) states, "Each sense of place and time presents different sets of demands and assumptions, and makes available a different range of voices and discursive practices" (p. 70). New teachers are impacted daily by their past and present circumstances, which I have categorized into the three experience clusters.

The first cluster, educational memory, is comprised of a teacher's prior educational experience in grades kindergarten through twelfth grade. This time in a teacher's life permits them ideas and assumptions about the "nature of knowing and the roles and performative rituals of students and teachers" (Britzman, 2003, p.70). The second cluster includes a teacher's experience in their university and teacher education program, which includes exposure to educational/instructional theories, content matter and practice in the classroom. The third cluster encompasses the beginning teacher's entrance into their first place of employment. Here, the teacher must negotiate the former experiences and beliefs of the classroom against the cumulative experiences of the first classroom. For the purpose of this study, there are three facets of cluster three that will be examined: school system (administration and colleagues), students and public policy (high stakes standardized testing). According to Britzman (2003), each of these educational experience clusters embodies various and competing relations to power, knowledge, dependency, and negotiation. Teachers work to make sense of the three educational experience clusters as they begin their first teaching position. They have the educational history that is brought with them and this history can be either confirmed or denied by the reality of their first classroom.

Cluster 1: Educational Memory

A large part of the beginning teacher's self is shaped by past experiences during the years of kindergarten through twelfth grade. The educational memory contains moments, experiences, and beliefs about teachers and the inner workings of the classroom. From when the novice teacher was a student to when he/she becomes a

teacher, there was a belief system about what a teacher is. Schempp, et al. (1999) believes beginning teachers' educational memories contain three sets of experiences: 1) experiences that exercised similar or related pedagogical skills, 2) experiences as a pupil and 3) university coursework (addressed in cluster two).

A novice teacher's sense of a teacher's world is strangely established before they enter into the classroom (Britzman, 2003). Through their schooling, beginning teachers experienced similar or related pedagogical skills they implement into their own classroom. Experiences such as child-care, coaching, or working as a camp counselor "form a foundation upon which future skills, orientations, and knowledge will be built" (Schempp, et al., 1999, p. 144). Not only did teachers begin forming their identities in these activities (Lortie, 1975), but the successes and failures that were encountered shape the teacher self that exists in the present day.

Beginning teachers' experiences as former pupils also shape their teacher self. Lortie's (1975) apprenticeship-of-observation theory focuses on the importance of beginning teachers' past student experiences. The experiences "[acquaint] students with the tasks of the teacher and [foster] the development of identifications with teachers" (p. 67). Novice teachers began to understand the role of the teacher as they spent their 13,000 hours in the classroom. "The lessons learned in the apprenticeship period are often recalled during induction as teachers attempt to define themselves as teachers in the classroom" (Schempp, et al., 1999, p. 145). During this time, they were observing and taking in the methods, strategies, and social skills of their teachers, which in turn help to define them as a teacher.

Allender (2001) also emphasizes the importance of the student self in the beginning teacher and its ability to shape the present self. “A child’s early school experience not only define a student self, they also begin to create an image of a teacher self. This image continues to develop throughout life even absent the intention of ever teaching” (p. 129). Novice teachers not only remember what their teachers were like in school, but they also recall the experiences they had as students. These memories are a source for empathy in the teacher—empathy that will influence teacher self in the novice teacher.

The educational memory is the one ‘weapon’ teachers bring with them to their first classroom experience (Featherstone, 1993). Teachers are forced to negotiate what they know and what they have experienced with the new demands and truths of their new institution and social environments.

Cluster 2: Teacher Preparation Program

University coursework is an integral part in shaping the identity of the beginning teacher. It is in this stage of their career that teachers gain their subject matter content and methods for application in the classroom along with the practical experience in the public/private classrooms. Beginning teachers realize members of the university have much to offer them, especially in ‘theory and research’ (Featherstone, et al., 1997). This theory and research is what pre-service teachers see as ideal and workable in their future classroom. However, the information that novice teachers bring with them holds little significance compared to that of their seasoned peers (Schempp, et al., 1999). Veteran

teachers believe their knowledge has been gained through practical experience and this belief can cause novice teachers to devalue their university experience.

Contact with students in public schools, especially student teaching, seems to be the most influential factor in a beginning teacher's formation of self (Danielewicz, 2001; Schempp, et al., 1999).

> For persons who are developing their teaching identities, collective identity work (being recognized and accepted as a teacher by other teachers, and by students, administrators, other school personnel)…[the teaching practicum] is a true test of their as yet untried abilities as teachers, and unequivocally the most potent identity-shaping identity component of the program (Danielewicz, 2001, p. 112).

This appears to be a time when teachers are greatly influenced because they have their first opportunity at 'real' teaching. It is during this time they are first recognized as teachers. Significant and salient others, which includes the administration, colleagues, students, and parents, begin to help shape the student teacher's self. It is in the student teaching practicum that teachers are also exposed to the culture and politics of the institutions; their beliefs and expectations are challenged.

Not only are pre-service teachers forced to define themselves as a teacher based on the thoughts and actions of individuals surrounding them in student teaching, but they also meet the challenge of the theoretical versus the practical. Student teachers have spent the past year or two working in their methods courses creating lesson plans, developing strategies for classroom management, and discussing their educational philosophy. They have an idea of their self as teacher. Once they start teaching, however, they are faced

with a reality that cannot be replicated in a college classroom. They will take their experiences with them to their first teaching job and these experiences will play a role in shaping the teaching self.

Cluster 3: First Years of Teaching

As stated previously, the development of the teacher self is a social process. As teachers are reflecting and changing, the self is being shaped by the generalized other that surrounds them. Beginning teachers are faced with various influences that are working to shape them and they may or may not be aware of these. It is in the eyes of administration, colleagues and students that "a teacher shapes their identity and establishes the self in school" (Schempp, et al., 1999, p. 153). According to McCann and Johannessen (2004), beginning teachers are concerned about their relationships with administration, colleagues, and students. These concerns result in questions such as, "Will the students like me? Will parents accept me as a legitimate teacher? Will my colleagues believe I know what I am doing? Am I doing what 'real' teachers do?" (p. 139). Novice teachers are defining themselves as they struggle to respond to these questions that "must be answered by means of comparing one's behavior against a recognizable and legitimate standard" (p. 139). The role of self in the beginning teacher is subject to the influential power of these groups of individuals.

According to Borich (1999), there are psychological experiences that take place during the interactions of the beginning teacher and those surrounding him or her. These experiences reflect to the teacher "an image of his or her professional 'self'" and if the teacher values this image, he or she will "internalize the psychological experience to

influence the development of his or her self-concept" (p. 94). This comment can be interpreted in two ways. First, teachers may value images they see from significant/salient others because it is an image that agrees with their teacher self or will improve their teacher self. Second, teachers may not value an image reflected from a significant/salient other, but because of the power this person yields has no choice but to incorporate it into their teacher self. Beginning teachers are continuously internalizing the psychological experiences of their interactions with administration, colleagues and students.

Administrators hold the greatest power over beginning teachers because it is usually they who are responsible for hiring as well as renewing teachers' contracts (Schempp, et al. 1999). New teachers also place importance on "the authority of experienced teachers' voices, particularly with respect to 'what works and what doesn't work'" (Featherstone, et al., 1997, p. 3). These teachers have established practices and customs the beginning teachers can choose to accept, reject, modify or accommodate as they work to create their teacher self. It is also logical to assume students will play a big part in shaping the beginning teacher's identity because they are around the teacher all day everyday. Students can be the most powerful socializing agent for the new teacher according to Blase & Greenfield (cited in Schempp, et al., 1999).

These three groups of individuals have their own realities of truth that work to shape the self in the beginning teacher. The teachers are forced to negotiate the 'culture codes' that exist in order to discover the teacher they believe will be successful in the classroom.

Along with significant and salient others, teachers' role of self is also influenced by their experiences with state and national politics. In this study, state and national politics refers simply to the power of high-stakes standardized testing. Standardized testing is an accepted practice in today's schools and novice teachers are subject to its truth. According to McNeil (2000), "the effects of bureaucratic controls on teaching and learning were not vague influences, but rather very concrete and visible transformations of course content and classroom interaction" (p. 11). If the power of testing can transform the course content and classroom interaction, which are essentially controlled by the teacher, then it follows that the teacher self in the novice teacher is, by definition, influenced by the power of testing. The neophyte teachers enter the classroom with beliefs of how they will educate their students and when they are confronted with a force, such as high stakes standardized testing, they are forced to negotiate the view they have of themselves as teachers.

In summary, each of the three experience clusters contributes to the formation of the teacher self in the novice secondary teacher. Through their first years, teachers "struggle to both understand and exercise power within the school culture" (Schempp, et al., 1999, p. 143) as they attempt to make sense of their personal and educational realities in comparison to their newly acquired teaching position. The teacher self in the new teacher develops as they try to meld within the school culture; their beliefs and actions are modified in order to achieve 'success' in the daily events and activities of the school day.

Summary

Allender (2001) wrote in his book *Teacher Self: The Practice of Humanistic Education*, "As my professional knowledge grew, I recognized that the exploration of self is intrinsic to educational research, whether or not we pay attention to its role" (p. 2). I believe we must pay attention to the person in the classroom as much as we pay attention to the 'teacher' in the classroom. Novice teachers face so many challenges in their beginning years and it is integral to the future of education that we exhaust all methods of helping them to succeed.

Through this research, I focused on how the teacher self was developed in the beginning teacher and how it was or was not manifested in classroom practice. Exploring two research questions completed this: *how is the teacher self shaped through educational experiences (educational memory, the teacher preparation program, and experiences of the first year/s)?* and *how is the teacher self manifested in classroom practice*? The information gathered in this research contributes new information to the ever-growing fields of teacher education, teacher induction and teacher retention.

This chapter contained a review of literature for this study. It focused on the current research available on the teacher self in the novice secondary teacher and its impacts on classroom instruction. The rationale for the study was also given followed by a general description of 'self' and an explanation of my working definition of teacher self. The chapter concluded with a description of the three educational experience clusters (educational memory, teacher preparation program and the experiences of the first year/s) that work to shape the teacher self of the novice secondary teacher.

Chapter Three

Methodology

Introduction

Through this study, I examined the development of the teacher self in the novice secondary teacher and how it was manifested in classroom practice. Though there are many personal and social factors that influence the teacher self of the novice teacher, I specifically focused on how his or her educational experiences shaped the teacher self. I inquired about how the teachers' educational memory and teacher preparation programs shaped the teacher self and examined how the first year/s of teaching contributed to the continuous development of the teacher self of the novice teacher. The second part of the study entailed gaining an awareness of ways in which the teacher self was or was not manifested in classroom practice.

This chapter highlights the methodology of the study. First, I address the research design and conceptual/theoretical framework. Next, I discuss the data collection methods and analysis followed by a description of the research site and participants. The chapter continues with limitations of the study and my personal interest and positionality in this dissertation research. The data collection timeline and process conclude the chapter.

Research Design

For the purpose of the research, qualitative research strategies were implemented in order to become more aware of the teacher self in the beginning teacher and how it manifested itself in classroom instruction. This avenue was selected because qualitative research is "a situated activity that locates the observer in the world. It consists of

interpretive, material practices that make the world visible" (Denzin and Lincoln, 2000). The use of qualitative research in this study helped to "understand social phenomena in a natural setting…with emphasis on meanings, experiences, attitudes and views of the participants…" (Meadows, 2003, p. 519). The research tools employed in this study helped to gain a better understanding of the novice teacher self in the first years. I was not looking to quantify the participants' thoughts and actions; rather, I worked to gain an understanding of each teacher's world in his or her first classroom.

Another reason for choosing qualitative research methods was because the 'truth' about beginning teachers cannot be counted or organized neatly in a list. In examining the teacher self, there were multiple realities for each of the participants. Qualitative research methods allowed the opportunity to become more conscious about the ways in which the teacher self was created in the teachers and how it may or may not be reflected in classroom practice.

This research was based in the interpretivist paradigm. My work best fit into this paradigm because when working with beginning teachers there was an "attempt to understand and explain human and social reality" (Crotty, 1998, p. 66) that existed in the first year classrooms. Ontologically, I believe beginning teachers are a part of various realities that work to shape their daily lives and these realities are created through the interactions of the past and the present. One reality I am particularly interested in is the beginning teacher as a person.

Beginning teachers are in a fragile state, as noted by a 50% attrition rate in the first five years. A large part of this attrition is because of the attempts to make the first

years successful by temporarily treating the teachers with survival guides, stress reduction techniques and various other ‘quick fixes’. Unfortunately, these remedies do not always fix the heart of the problem—that being in the classroom for the first time is a difficult process that affects teachers personally and if they are not equipped, they will not become the kinds of teachers that are needed for our children.

Epistemologically, this work attempted to understand how the role of teacher self in the beginning teacher was created during their educational experiences. Epistemology “deals with the ‘nature of knowledge, its possibility, scope and general basis’” (Hamlyn, 1995, p. 242 as cited in Crotty, 1998, p. 8). Through participant language used in interviews as well as the language and actions displayed in their classroom instruction, there was an awareness gained about the personal side of the beginning teachers’ first year/s. The attempt to understand the teacher self in the neophyte teacher holistically was what made this research unique. The opportunity was taken to give voice to the beginning teachers as they spoke personally about their past and present educational experiences and how they affected their teacher self. Observations also allowed for time to focus on the teacher in the classroom and to understand how each participant’s teacher self was reflected in the actions and symbols that took place in classroom practice.

Conceptual/Theoretical Framework

According to Miles and Huberman (1984), frameworks are “focusing and bounding devices that need not work as binders and straightjackets” (p. 33). Frameworks can be revised and made more concrete as the research progresses. The conceptual/theoretical framework of this study focused on the educational past and

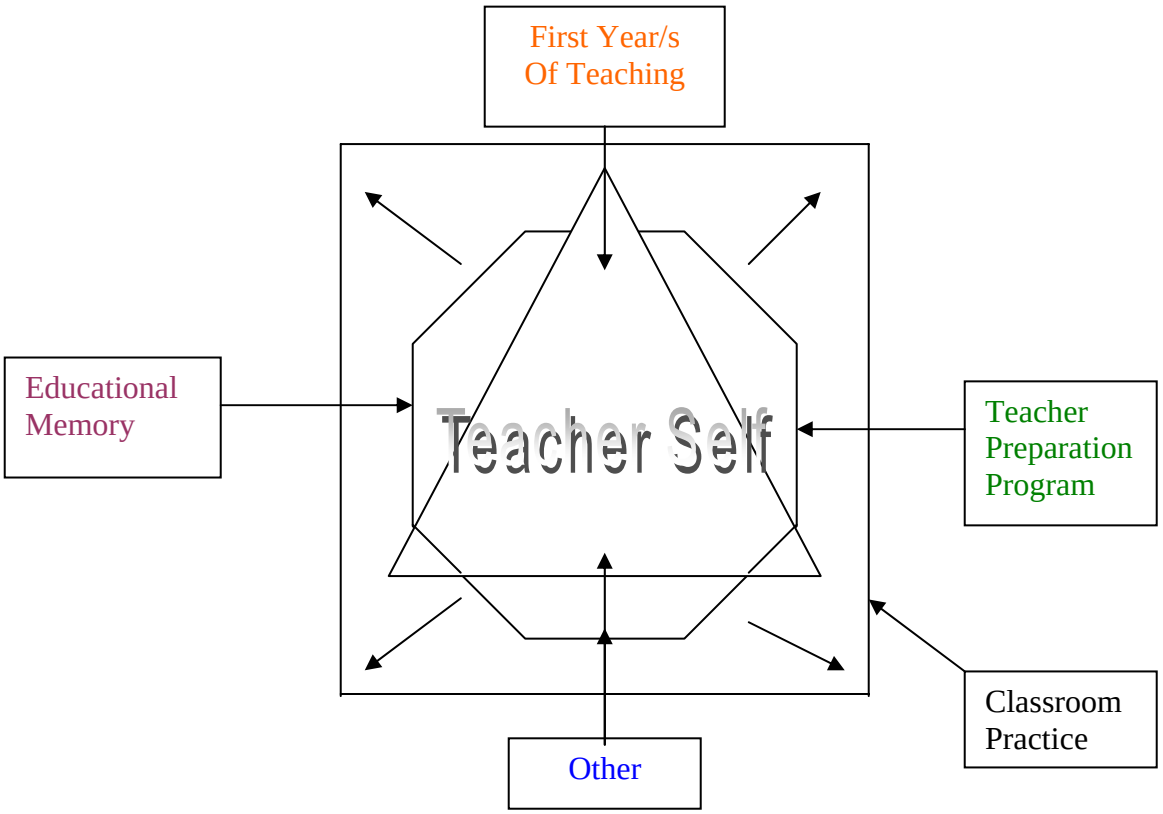
present in the lives of the beginning teachers and how they affected the teacher self and in turn how the teacher self was evident in classroom practice. The teachers' past was addressed by focusing on the educational memory and the teacher preparation program while the present educational experiences were examined by discussing the experiences of the first year/s. Simultaneously, the teachers were observed in their classrooms in order to gain a better understanding of how the teacher self was or was not reflected in classroom practices. Before reaching the conceptual/theoretical framework, it is important to revisit the basics of each of the three educational experience clusters. The educational memory, which consists of the kindergarten through twelfth grade years of school, is a time when the teachers begin to understand the life of the teacher. Feeding off of Britzman (2003), this is the "conflicted history of [a teacher's] own deep investments in and ambivalence about what a teacher is and does, and likewise they anticipate their dreams of students, their hopes for colleagues and their fantasies for recognition and learning" (p. 3). The educational memory contains moments, experiences, and beliefs about the classroom that come to fruition as they begin to teach. In Schempp et al. (1999), it is stated that there are three sets of experiences that encompass this part of a teacher's past: 1) experiences that exercised similar or related pedagogical skills, 2) experiences as a pupil and 3) university coursework (addressed in cluster two).

The second educational experience cluster is the teacher preparation program. This time in a novice teacher's history deals with various influences from pedagogical and practical experiences. The preservice teacher education offers a great deal in 'theory and research' (Featherstone, et al., 1997) and preservice teachers view this information as

workable in their future classroom. However, they are not always able to implement this theory because of 'real life' situations and pressures that cannot be imitated in a college classroom. The most influential factor of the teacher preparation program is the contact with students, especially during the student teaching (Danielewicz, 2001; Schempp, et al., 1999). Pre-service teachers are being recognized and accepted as a teacher and have an opportunity to implement the knowledge they have gained through class work. Overall, the teacher preparation program allows teachers to gain both theory and practice and continues to shape the teacher self.

The third educational experience cluster is the first year/s of teaching. As teachers enter into this phase of their life, they have expectations of who they are as teachers as well as perceptions of what their life as a teacher will be like. Upon entering this educational experience, their ideas and beliefs are either confirmed or challenged as they begin work with students, administration, parents and issues related to high stakes standardized assessments. Encountering these facets in the first years leads to a continual shaping of the teacher self. The greatest power over beginning teachers is held by administration because it is they who are responsible for hiring and renewing a teacher's contract (Schempp, et al., 1999). Colleagues are valued for their authority on practices and customs for the classroom. It can be assumed students also play an integral part in the beginning teacher's first year because they deal with them on a daily basis. It is also important to note teachers are shaped by the more elusive powers of state and national politics, which consist mainly of high stakes standardized testing.

The conceptual/theoretical framework for this study has organized the educational experience clusters that shape the teacher self into two different time frames. The first time frame consists of past educational experiences, which include the educational memory and the teacher preparation program. During this time frame, the teacher self has created a vision of how he or she envisions life as a teacher. These visions will be confirmed or challenged when the teacher enters the second time frame, which consists of the experiences of the first year/s. During this time, the teacher self continues to be shaped by a cornucopia of new educational experiences and people. These two time frames interact with one another and the result is the current teaching self of the beginning teacher. It is important to note there was also a category of *other* included in the conceptual/theoretical framework in order to allow for other educational experiences that were not considered at the beginning of the research.



The visual tells a story about the new teacher. The teacher self is first encompassed in a hexagon, symbolic of the many sides, angles, and corners. A teacher's educational memory and their teacher preparation program have influenced parts of the hexagon. Once the teacher begins experiencing the first year/s in his or her own classroom, there are new sides, angles and corners introduced, in the shape of the triangle, which influence the teacher self of the novice teacher. The category of *other* can influence the teacher self at various times during either timeframe of the educational experiences. The shapes incorporated in this visual are metaphorically used to describe the complexities of how the teacher self is created. The square surrounding the teacher self is representative of classroom practice and the arrows pointing away from the teacher self represent ways in

which the teacher self may be reflected in classroom practice. This research allowed a greater awareness of how the intersect of these multifaceted shapes and their corresponding angles, sides and corners created the teacher self and in turn, how classroom practice reflected the teacher self**.**

Research Methodology

Case Study

For the purpose of this research, the case study was utilized. The definition of case study varies from author to author. Patton (2002) states the term case study "can refer to either the process of analysis or the product of analysis, or both" (p. 447). Through this research, Patton's definition of case study was used, as both a process of analysis and a product of analysis.

As a *process of analysis,* case studies are "intensive descriptions and analysis of single units or bounded systems" (Merriam, 1998, p. 27). Through case study research, I had a specific way of collecting, organizing and analyzing the participants' data through interviews, observations and document collection. This case study research focused on the individual *product of analysis* or case. Each case was predetermined during the design stage of the research. Each of the four cases of this study were teachers in their first through third years of teaching.

In further defining case study research, I refer to one of Stake's (1994) three types of case study, the collective case study. The collective case study is "a study of a number of cases jointly in order to inquire into the phenomenon, population or general condition" (p. 237). This study focused on four novice teachers because by focusing intently on this

group of individuals the research would "lead to better understanding, perhaps better theorizing" (Stake, 1994, p. 237) about the role of teacher self in the beginning teacher and its impacts and influences on classroom instruction.

The case study was a significant tool for research because it "allow[ed] an investigation to retain holistic and meaningful characteristics of real-life events" (Yin, 1984, p. 14). Stake (1994) believes case studies are valuable "in refining theory and suggesting complexities for further investigation, as well as helping to establish the limits of generalizability" (p. 245). This case study research allowed for an uncommon look at the teacher self in the beginning teacher. This research added/subtracted to the 'truth' that previously existed about novice teachers because the information gained allowed a greater awareness of the participants in a holistic and meaningful way. By examining the teacher self in the beginning teacher and how it was reflected in classroom practice, I researched an area that suggested further study and established the limits of generalizability.

Limitations of Case Study Research

The case study also has its limitations. One of the greatest concerns is the lack of rigor in this type of research. It was important to take steps to make sure the research was rigorous and this included addressing the conventional terms of reliability and validity. Conducting research via the case study was very subjective and because the research world is very positivististic, "the traditional mandate to be objective" (Patton, 2002, p. 575) was replaced with trustworthiness and authenticity. These rigorous standards were addressed though credibility and transferability (Lincoln & Guba, 1985).

Credibility was addressed through prolonged engagement, persistent observation, triangulation of data sources and member checking. I conducted 10-20 visits to each participant's classroom during a time frame of 8-11 months. During this time, data sources of interviews, observations and document collection were used to triangulate and verify the data findings. Member checking took place by allowing each participant the opportunity to review and check written descriptions of findings and conclusions.

Secondly, it was important to be forthright that the study of four participants was not generalizable to the entire population of novice secondary teachers; therefore, the goal was to make the research transferable. I agree with Yin (1984) when he states that case studies "are generalizable to theoretical propositions and not to populations or universes" (p. 21). The goal of this research was not to find the single truth for the teacher self in the novice teacher, but to become more aware of how four individuals and their individual classrooms were influenced by their teacher selves. Through these findings, thick description was used to relate the findings to the educators and researchers. It is hoped the findings and descriptions are transferable to others that are interested in this area. The specific findings, ideas and theories about beginning teachers are something new teachers, teacher educators, teacher administrators and teacher researchers can identify with.

This research was subjective and can be interpreted in various ways, therefore, it was important to be "balanced, fair, and conscientious in taking account of multiple perspectives, multiple interests and multiple realities" (Patton, 2002, p. 575). I used the tools of good qualitative research to represent the participants with a rigorous truth.

Data Collection Methods

According to Mertens (1998), there are three standard techniques in which researchers gather data when implementing the case study: interviews, participant observation and documents and records review. Each of these techniques was used in this research study.

Interviews

The primary data collection method was the interview. This method allowed me to gain a more personal understanding of a beginning teacher's educational memory, teacher preparation program and experiences of the first year/s through conversation with each participant. Interviewing allowed me "to enter into the other person's perspective…to find out what is going on in their mind, to gather their stories" (Patton, 2002, p. 341). By using the interview method, there was insight gained that cannot be gained from purely observing a beginning teacher in his or her environment.

The semi-structured *interview guide* (Patton, 1990) was implemented in this study. It starts with a basic list of questions or issues to be addressed during the interview, but leaves room for the interviewer to go into greater depth with the participant. The interviewer "remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style…" (p. 343).

There were five thirty-minute audio-recorded interviews conducted with each study participant. The first interview focused on background/demographic questions dealing with the beginning teachers' school and work history along with some thoughts on their personal learning styles and the induction programs provided by their school.

The second interview focused on the first of the three research clusters, educational memory, followed by a third interview on the participants' teacher preparation programs. The fourth interview focused on the participants' first year/s experiences and the fifth interview was conducted to clarify and/or ask any follow-up questions based on the first four interviews. The fifth interview also allowed for the opportunity to triangulate data collection methods by asking questions related to what was witnessed in the observations. After each interview, member checking took place by giving the participants the opportunity to look over the transcripts and clarify any gray areas. (See Appendix A for interview protocol)

Participant Observation

In order to supplement the interviewing, observation of the teachers in their classrooms also took place. The purpose of using observation was to help in triangulating the research methods. Through interviews, teachers explained the past and present educational experiences that have and were currently influencing their teacher self and how they believed these experiences influenced their classroom instruction. The observations allowed the opportunity to crosscheck this information, and gave the opportunity to perceive how classroom practice reflected teacher self.

Patton (2002) lists five advantages of using observation in qualitative research:

1. "…the inquirer is better able to understand and capture the context within which people interact." (I was better able to understand the experiences of the participants' first year/s because I was working in the classroom context.)

2. "…by being on site, the observer has less need to rely on prior conceptualizations of the setting." (I had first hand experience of how the teacher self manifested itself in classroom instruction rather than just relying on interview data.)
3. "…the inquirer has the opportunity to see things that may routinely escape awareness among the people in the setting." (I had the opportunity to notice ways in which the teacher self was evident that the participants may not have mentioned in their interviews.)
4. "…the chance to learn things that people would be unwilling to talk about in an interview." (I had the opportunity to discover aspects about the teacher self the participants may not have wanted to discuss in the interviews.)
5. "…getting close to the people in the setting through firsthand experience permits the inquirer to draw on personal knowledge during the formal interpretation stage of analysis." (I was able to learn more about each participant and how they represented themselves in the classroom. I spent time with them, which allowed for insight into their teacher selves—insight that may not have been attained through interview only.) (pp. 263-264).

These advantages assisted the research because they helped to verify or disprove the data collected during the interviews and through document and records collection.

For the observations, I used *passive participation*, which is defined by Mertens (1998) as an observation where "the researcher is present but does not interact with the participants" (p. 318). The pilot study, which began in the fall of 2004, consisted of

sitting in the back of the classrooms and observing the teachers during their classroom instruction. This method of observation continued throughout the remainder of the research, as I was concerned with taking field notes in the 'purest' sense of observation.

During passive participation observation, there were six specific areas I focused on. Suggested by Patton (2002), these areas are: the setting, human and social environment, participant behaviors, informal interactions and unplanned activities, nonverbal communication and finally, observing what does not happen. In examining how the teacher self manifested itself in the classroom, I hypothesized there would be evidence in the ways in which the classroom was set up and organized (setting) and how the beginning teacher organized, interacted and made decisions (human and social environment). It was evident that the teachers' behaviors (participant behavior) told a story about their teacher self and their informal actions and 'spur of the moment' decisions (informal interactions and unplanned activities) also contributed to the data collection. Finally, in examining the teachers' gestures, dress, movement (nonverbal communication) along with words and actions that were missing (observing what does not happen), a more holistic picture was gained of the teachers in their classrooms.

The field notes, which contained descriptions of time, place, participants involved and purpose of observations (Merriam, 1998), were collected in a memo-style notebook. I divided each notebook page into two sections. On the left, I took field notes and the right was reserved for memoing, questions, and pattern coding. Any questions that were written down were either addressed after the class period or saved until the next scheduled interview.

In order to enhance the trustworthiness of the observational data, I implemented ideas from Adler and Adler (1994). First, I described the classroom settings and findings "in such a way that the reader can 'see' and 'feel' what it was like" (p. 321). Secondly, I made my observations throughout the school year during different class periods on various days of the week.

Document Collection

Document, according to Merriam (1998), is "an umbrella term for a wide range of written, visual, and physical material relevant to a study" (p. 114). There are four types of documents: public records, personal documents, physical material and researcher generated documents. Merriam (1998) emphasized that document inclusion provides valuable insights and verifies emerging questions. I collected documents that pertained to classroom instruction, i.e. assignment sheets, handouts and quizzes. I also collected any physical material I believed would be valuable to the research.

Triangulation

In order to increase the credibility of this study, there were three data collection methods used to obtain triangulation. The purpose for methods triangulation was not "the simple combination of different kinds of data, but the attempt to relate them so as to counteract the threats to validity identified in each" (Berg, 1995 cited in Glesne, 1999, p. 31). Triangulation does not necessarily mean there will be consistency or truth across methods and/or sources of data, but it allows researchers to check factual data (Mertens, 1998). According to Patton (2002), if inconsistencies are found, they should not be viewed as "weakening the credibility of the results, but rather as offering opportunities

for deeper insight…" (p. 248). By incorporating observations, interviews and document collection, I was able to check my interpretations to those of the participants as well as uncovering new and insightful data.

Member checking was also implemented throughout the study by asking each participant to verify interview transcripts and allow them the opportunity to read through the data and analysis of the report. This research also entailed prolonged engagement because it was conducted beginning in the spring of 2004 and finished in the summer of 2005. This prolonged engagement allowed me to witness insrtuction on different days, different semesters and in the case of one participant, I observed her in two different years of her first years of teaching.

Data Analysis

Data analysis was an ongoing process throughout this study. Data was analyzed after each participant interview and/or classroom observation. Analysis took on an inductive process. Inductive analysis "involves discovering patterns, themes and categories in one's data" (Patton, 1990, p. 453) rather than creating hypotheses at the onset of the research and trying to dis/prove them throughout the study. Inductive analysis allowed for interpretation of the data.

Patton (1991) offers a powerful definition of interpretation: "attaching significance to what was found, making sense of findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences, considering meaning and otherwise imposing order on an unruly but surely patterned world" (p. 480). Interpretation was a key factor for the study because I was exploring an area in which

there is limited research. I went into the classroom open to any and all data I was able to gather while observing, interviewing and collecting.

Interviews were transcribed and analyzed by chunking and pattern coding. The transcribed interviews were analyzed by chunking the participants' responses into themes. The thematic chunks were then labeled by pattern coding, which allowed me to identify core ideas, illuminate theoretical components, uncover potential sources of bias, reveal gaps and set agendas for further field visits (Huberman & Miles, 1983). The pattern codes were created based on the pilot study transcripts and new codes were added and/or old codes deleted with the dissertation transcripts.

Memoing was also incorporated throughout the research. Memoing, according to Glaser as cited in Huberman & Miles (1983) is the "theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding…it can be a sentence, a paragraph or a few pages…it exhausts the analyst's momentary ideation based on data with perhaps a little conceptual elaboration" (p. 69). The memos were a personal and professional analysis of what I saw and heard in the classroom as well as what I transcribed from the interviews.

Research Sites

This study took place in the south central Texas, a state experiencing unprecedented growth and demands upon the public school system. Most recently, like other large and diverse states, Texas encountered a large teacher exit rate. Novice teachers were feeling the stresses of high stakes standardized testing and other pressures

of the first years. This study focused on two schools in south central Texas, both of which had a low to average turnover of beginning teachers.

Loudoun High School

The first school, Loudoun High School (a pseudonym), was a part of Elkhorn Consolidated Independent School District. The enrollment of the district was 9,806 students among two high schools, three middle schools, seven elementary schools and two alternative high schools. This was the largest enrollment in Elkhorn CISD's history. The district, which was once rural, was located next to a large city and all schools had recently felt the urban sprawl.

According to statistics for the 2003-2004 school year, ethnic groups for the district were divided as Hispanic 53%, Anglo 44% and African American 3%. There was proposed pupil expenditure of $6,166 for the 2004-2005 school year, which was a decrease from $7,295 in the 2003-2004 school year (Elkhorn CISD website, 2004). Sixty-five percent of high school students took the SAT or ACT exams and 60% were accepted into college. The district dropout rate was less than one-half of one percent for each ethnic group. (Elkhorn CISD website, 2004)

Loudoun High School, established in 1969, had a student population of 2,369 students, 4% African American, 48% Hispanic, 47% Anglo, 0.3% Native American and 0.3% Asian/Pacific Islander. Thirty-six percent of students attending Loudoun High were economically disadvantaged and there was a .4% dropout rate for the school. Sixty-five percent of Loudoun High graduates were accepted into college (Loudoun High School Website, 2004; Texas Education Agency, 2005). The school employed 140 teachers and

of these teachers 7% were in their first year. Thirty percent had one to five years of experience (Texas Education Agency, 2005).

Cohen High School

The second school in this study was Cohen High School (a pseudonym), which was located in the Plainview Consolidated Independent School District. This district was located in a small city with a growing state university. Though the district was only 15 miles down the interstate from Elkhorn CISD, Plainview CISD has not experienced the same population explosion. There were 6,500 students enrolled in the district among one high school, three middle schools, four elementary schools and two alternative high schools (Texas Education Agency, 2005).

Cohen High School had a student enrollment of 1,891 students. Ethnically, the school was divided up as 4% African American, 63.2% Hispanic, 31% White, 0.1% Native American and 0.8% Asian/Pacific Islander. Fifty percent of all students were economically disadvantaged. There was a per pupil expenditure of $5,454 for the 2003-2004 school year. In Cohen High School, there were a total of 136 teachers. Five percent of the teachers were in their first year and 28% had one to five years of experience (Texas Education Agency, 2005).

Research Participants

For the purpose of this study, I focused on teachers who were in their first through third years of teaching. I selected these years because they are critical years in developing the teacher self. These are the years in which teachers are learning to negotiate their

personal and educational background with the experiences and expectations of their first job as teacher.

Novice teachers, especially those in their first and second years, are also a focus of current reform. These reforms aim to make sure there are adequate mentor and induction programs to help them succeed in their first years (NEA, 2002). These teacher induction programs focus on aspects such as effective mentors, new teacher orientations, an awareness of course assignments and extracurricular activities, providing teachers with 'relevant information' handbook, administrative support and professional development. Very seldom, however, are personal growth and reflection mentioned as criteria. By studying the teacher self in the beginning teacher, the information acquired will add to the ever-growing fields of teacher education, teacher induction and teacher retention.

Jaycee Tyan

Two teachers from Loudoun High participated in this study. The first participant was Jaycee Tyan, who during her first year taught sophomore World History and freshman English. During her second year, she continued to teach sophomore World History, but replaced her freshman English with senior Government. Jaycee had an extensive background in history and political science. She received a bachelor of Arts degree in both history and political science during her undergraduate career. After she graduated, she worked in corporate America for one year before she returned to school to complete a Master's degree in political science. She then decided to pursue her doctorate degree in political science, but was dissatisfied with the institution's philosophy. She

then transferred to a different institution to try her hand at their doctorate program in political science, but was dissatisfied once again. Her disillusionment with political science helped her to realize she wanted to be a teacher. She began her certification through the local Region 13 education center's certification program in spring 2003.

The alternative certification Jaycee received took her approximately one year. It was an advanced program that was both work-intensive and class-intensive. She started her program in the spring of 2003 and attended classes on Tuesday and Thursday evenings and on Saturdays. Once her pedagogy courses were completed, she student taught for two weeks during summer school at a local high school. She started teaching during the fall of 2003 on a probationary teaching certificate and during the school year she spent time working with a mentor, attended classes part-time and completed course work online. In February 2004, she passed her pedagogy test and received her teacher certification.

Phillip Brody

The second participant from Loudoun High was Phillip Brody. He started his first year in the 2004-2005 school year. He taught freshman English and junior Honors English. Phillip attended a college prepatory school in California during his high school years and attended the University of California- Santa Barbara for his undergraduate degree. He majored in business economics and almost had a double major in English. After graduating, he was confused as to what he wanted to do with his life, so he moved to Texas with a friend and began work in the construction business. Eventually, he found himself back in the office space concentrating on the accounting part of the business.

During this time, he also started a family. As he was focused on providing for his family, he found his accounting work satisfied their financial needs, and therefore, did not allow himself the opportunity to investigate other careers. Phillip began to form a client base of his own and this base allowed him to start thinking about what he would like to do in the next stage of his career.

Eventually, he began his post-baccalaureate program at a local institution in south central Texas and decided to continue his pursuit of English in the education program. Phillip completed a post-baccalaureate certification program as he was working in his first career field as an accountant. His program included taking a handful of pedagogy coursework, completing observations and student teaching. Because he was working full time as an accountant, Phillip took classes part-time and completed his certification in three semesters.

Kerstin Jules

Kerstin was one of two teachers as Cohen High School. She was in her first year as a math teacher and taught Algebra I and II. Kerstin had a unique start to her teaching career in that she was hired as a teacher's aide during the spring semester of 2004. Kerstin had completed her teacher education program with the intent of being a physical education teacher and a coach, but she also minored in math. When Kerstin interviewed at Cohen High School, the principal was interested in her for a math position, but through conversation, realized Kerstin had only completed her educational coursework and student teaching in the area of physical education. In order to help her acclimate to the math classroom, she was hired on as a teacher's aide before she became a full time math

teacher. Kerstin considered this semester as her ‘student teaching’ and believed every beginning teacher should have this kind of opportunity to prepare themselves for the school and classroom he/she will be teaching in.

Sophie Tate

Sophie was the second participant at Cohen High School and she was in her first year as a French and Art teacher. Like Jaycee and Phillip, Sophie also had a career before her position at Cohen High. After graduation, Sophie decided she did not want to attend college and decided to visit a former exchange student in Europe. While living in and touring Europe for three months, she met her future husband. She returned to the United States and began college with a major in studio art and remained pen pals with her future husband. After three years, she realized she was not enjoying school and decided she would move to Belgium to reunite with her boyfriend. While living in Belgium, she was married and worked as an administrative assistant for a temp agency. After three years, Sophie realized she wanted to return to the U.S. to finish her education and become a teacher. Her work as an administrative assistant helped her to realize she wanted a job that was more rewarding.

During her teacher certification program, she majored in studio art on the certification track. Because she had so much experience with the French language she also decided that she would become certified in French. During her student teaching, she became pregnant with her first child. She then stayed home for a year and became pregnant with her second child. After remaining at home for one more year, the French position at Cohen High opened up and she began her teaching career.

Limitations

One limitation of this study included the selection of the case study as the research design. The case study is said to lack rigor and lack of generalizabiltiy to the general population. Through the implementation of triangulation of research methods, thick description, prolonged engagement and member checking, my research can be considered trustworthy and credible. Though my study is not generalizable to the general population of novice secondary teachers, there are segments of the research that will resonate with beginning teachers and those who are working to help these individuals through their first years. The information is transferable to those interested in the needs of novice secondary teachers.

A second limitation to this study deals with the teachers' years of experience I chose to examine. Ideally, because there is a dropout rate of 50% in the first five years, I should have worked with teachers in their first through fifth years. However, it was too large of a task to examine all five years in this dissertation study; therefore, I only worked with teachers in their first through third years of teaching

A third limitation is that I was just meeting the participants in their beginning years of teaching. It would have benefited the study if I had followed the teachers through their pre-service education and was able to witness their changes from the teacher preparation program to the first years of teaching. It suffices to say there are many tangents in which I can continue this research. I look forward to the challenges of expanding future research to encompass teachers in their first through fifth years and follow participants through their teacher education program to their first year/s.

Personal Interest and Positionality

My interest in this topic stems from my personal experience as a beginning teacher. I, like many other new teachers, struggled through my first years of teaching and the struggles I faced changed the way I felt about myself as a teacher. My teacher self changed a great deal from the first semester of my first year to the final semester in my third year of teaching. When I reflect back on my first years, I feel if I had paid more attention to the complexities of my reality, i.e. the changes from my view of my teacher self before my teaching and the teacher self that existed at the end of my teaching, I may have remained in the high school setting for a longer period of time.

The purpose of my research is not to change the world for beginning teachers, but to show the importance of focusing on the 'person' in the classroom as well as the 'teacher' in the classroom. By paying attention to the teacher self, I examined a part of the teacher that is often neglected in the classroom. I believe this study will contribute to the continuing development of new teachers and make their first years less of a struggle.

Data Collection Timeline and Process

This research took place over the course of one and a half school years. A pilot study was conducted in the spring of 2004 and the remainder of the study took place from August 2004 through July of 2005. This time frame allowed me to have ample time to conduct interviews and observations. Spreading the research out over this period of one and a half years offered me the opportunity to see the teachers at various points in their first year/s.

Pilot Study

During the pilot study, which took place in the spring of 2004, I worked with one beginning teacher at Loudoun High School. Jaycee was in her second year of teaching. This pilot study consisted of two thirty-minute interviews. The first semi-structured guided interview focused on Jaycee's school and work backgrounds and basic beliefs about herself as a learner. The second interview centered on the three educational experience clusters of the research. All interviews were guided by a list of questions focused on the above topics, but I also asked follow-up questions to comments that were made by Jaycee.

I also entered each classroom once per week to observe and take field notes. In Jaycee's classroom, I rotated between an AP Government course and a regular History course. During the observations, I was focusing on an inductive analysis of classroom instruction. I did not enter the classroom with specific aspects of the classroom instruction to examine, but I was open to all actions and interactions that took place. During these observations, I also collected any documents that appeared to be valuable to the study.

The purpose of this pilot study was to begin to focus my interview questions, as well as get an idea of how to proceed with my observations and my document collection. The remainder of the study took place in similar ways as the pilot study. One significant change made to the research protocol was the way in which the interviews were focused. In the pilot study, I tried to address the three educational experience clusters into one interview and that was not effective. For the remainder of the research, I discussed each

educational experience cluster on separate occasions so teachers could elaborate in depth. I continued to work with Jaycee, but also began working with three other beginning teachers. Additional informants included a second teacher from Loudoun High School and two teachers from another local high school, Cohen High School.

Summary

This chapter underlined the methodology of this research study. First, I focused on the research design and conceptual/theoretical framework. Next, I discussed the data collection methods and analysis followed by a description of the research site and participants. The chapter continued with limitations of the study and my personal interest and positionality in this dissertation research. The data collection timeline and process concluded the chapter.

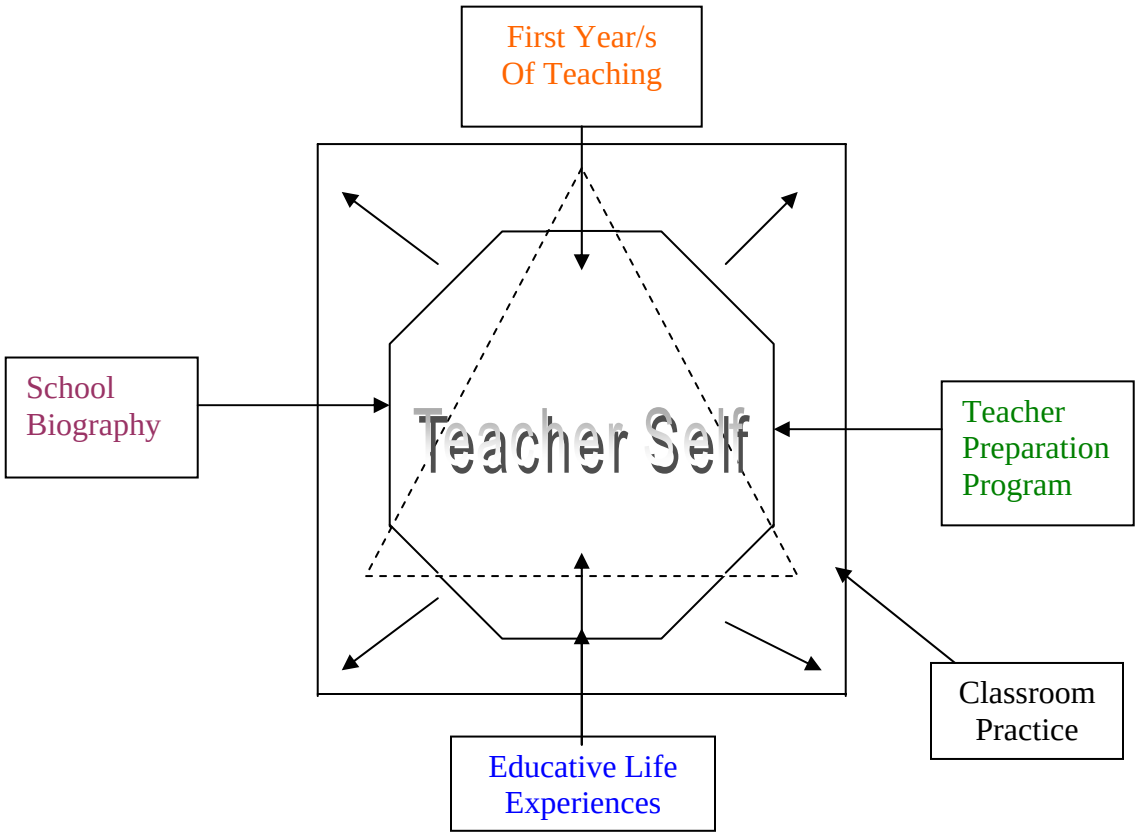
Chapter 4

Results

Introduction

The purpose of this qualitative case study focused on the teacher self—a personal side of teaching that is rare in the research of novice secondary teachers. More specifically, this study attempted to answer the question, *how is the teacher self shaped through educational experiences?* This was accomplished by examining educational experience clusters, which consisted of the participants' educational memory, which encompasses grades K-12; the teacher preparation programs, which consists of both traditional and non-traditional teacher training; experiences of the first year/s, defined as the first through third years; and educative life experiences, experiences outside the traditional trajectory of becoming a teacher. A second question posed throughout this research project was *how is teacher self manifested in classroom practice?* This was accomplished through classroom observations that described the ways in which the teacher self was revealed in decisions, practices and understandings of teaching and learning.

As introduced in chapter three, the study focus was initially analyzed by the existing scholarship and a resulting framework that emphasized several influences of teacher self. The framework is now further extended and informed by the data analysis to include the following representation.



The visual represents the framework on which the research study evolved. Four domains—educational memory, teacher preparation program, experiences of the first year/s and educative life experiences—shape the teaching self. The teacher self is symbolically encompassed in a hexagon, symbolic of the many sides, angles, and corners. In this hexagon, a teacher's self is first influenced by his/her educational memory and teacher preparation program. Once the teacher begins experiencing the first year/s in his or her own classroom, there are new sides, angles and corners introduced, in the shape of the triangle, which influence the teacher self. The category of educative life experiences, which has been added through this research, can influence the teacher self at various times during either past or present educational experiences. The shapes incorporated in

this visual are metaphorically used to describe the complexities of how the teacher self is created. The square surrounding the teacher self is representative of classroom practice and the arrows pointing away from the teacher self represent ways in which the teacher self may be reflected in classroom practice. This research allowed a greater awareness of how the intersect of these multifaceted shapes and their corresponding angles, sides and corners created the teacher self and in turn, how the teacher self was or was not manifested in classroom practice. The knowledge gained from this study will enhance the fields of teacher preparation, teacher induction and teacher research.

Chapter four details the results of this research study. First, the educational memory is addressed in regards to two themes that emerged. Theme one addressed the influence of former teachers as a consistent force in shaping the underlying attributes of the teacher self, personally and in regards to classroom environment. Theme two addressed the influence of the teacher family and how it shaped the teacher self in both productive and counterproductive ways.

The teacher preparation program is the second educational experience cluster addressed in this chapter. Two themes were also discovered. The first theme focused on the dichotomy of pedagogy and content. All participants found their content courses to have more impact on their teaching selves than the educational/instructional they received during their pedagogy courses. The second theme related to the importance of the student teaching experience. All four teachers found their student teaching to be the most significant factor in shaping who they were as teachers.

The third educational experience cluster examined was the experiences of the first year/s. During analysis, three themes surfaced. First, interactions with students during the first year/s caused the participants' teaching selves to gain a sense of awareness about themselves as classroom leaders, in regards to tolerance, responsiveness and empathy. Secondly, dynamics of administrations' communication led the teacher self to be disappointed in their school leaders. The communication was either lacking or it was mainly focused on bureaucratic functions rather than issues of instruction. Finally, the pressures of high stakes standardized testing stifled the teaching selves because these pressures contradicted with the informants' understanding of autonomy in the classroom.

The fourth and final educational experience cluster, educative life experiences, was discovered through analysis of the prior three educational experience clusters. There were two main themes developed while addressing this cluster. First, educative life experiences contributed to shaping the demeanor of the teacher self. Next, the informants' professional educative life experiences caused them to become aware of their desire/need/want to be a teacher and helped to establish their teaching selves.

Educational Memory

The educational memory is the accumulation of our years as a student in grades K-12. These former years as a student give individuals a sense of what a teacher is, what a teacher does and gives insight into the 'life of the teacher.' During this time the teacher self begins to take shape based on experiences interacting with teachers, peers and other significant persons within the school system, including family and friends. When the participants discussed their educational memory, two major themes emerged. First,

former teachers were a consistent force in shaping the underlying attributes of the teacher self, personally and in regards to classroom environment. Jaycee demonstrated how her former teachers shaped her teacher self's qualities of self-assurance and passion for knowledge. Sophie, Kerstin and Jaycee addressed ways in which their former teachers impacted their classroom environments, which included classroom rapport, classroom instruction and classroom aesthetics. Secondly, the influence of a teacher family shaped the teacher self in both productive and counterproductive ways. The privileged information passed on from parent to child positively helped to prepare and guide the participants' teaching selves through their first year/s, but it also led the participants to develop assumptions about the classroom and disregard future shaping agents during the teacher preparation program and the experiences of the first year/s.

The influence of former teachers

Former teachers were a consistent influence in shaping the underlying attributes of the teaching self, personally and in regards to classroom environment. When addressing their educational memory, the participants were very quick to mention the impacts of their elementary and high school teachers. As Lortie's (1975) apprenticeship-of-observation theory states, the study participants acquainted themselves with "the tasks of the teacher [which fostered] the development of identifications with teachers" (p. 67). The participants listed favorite and least favorite teachers from their elementary and high school years and ways in which they shaped the underlying traits of their teaching selves and, in turn, classroom practices. There was a menagerie of ways in which the former teachers shaped the qualities of the teaching selves in both personal and pragmatic ways.

In general, the informants voiced ways in which their former teachers had shaped the underlying characteristics of their teacher self in personal ways. Jaycee exemplified how her former teachers shaped her self-assurance and passion for knowledge. Jaycee was very specific when she addressed the teachers that helped add to the self-assuredness of her teaching self as well as instilled in her a passion for knowledge. The first significant teacher in her life was Mrs. Caleb who taught Jaycee during her elementary years. Jaycee remarked, "Mrs. Caleb instilled a lot of confidence in me…especially my reading abilities and vocabulary, spelling and English." (Participant interview, Dec. 2, 2004). Mrs. Caleb was one of the many teachers who instilled self-assurance in Jaycee and that attribute was very evident in her teaching self and it was manifested in her classroom practices. Jaycee was always very self-assured in who she was as a teacher. She was resolute in her conversations and she was steadfast in the classroom. Her lessons ran smoothly, she achieved the goals she set forth for the students and she held a very strong classroom presence. It was evident the students viewed her as the leader of the classroom. Jaycee felt the same way. She asserted, "I am in control of my classroom. It is after all my classroom. I tell my students I am the totalitarian dictator of this state and that is just the way it is…I am Hitler" (Participant interview, Dec. 2, 2004).

Another way in which Jaycee's teacher self exemplified personal traits from her former teachers was the passion she had for knowledge. Jaycee elaborated on two teachers from her high school years, Ms. Zachary and Ms. Nichols, who impacted her teacher self by the ways in which they displayed a passion for knowledge and the pursuit of education. Ms. Zachary was described as an "incredible, incredible lady—smart,

savvy, with it, just classy" who projected an "academic intellectual vibe" (Participant interview, Dec. 2, 2004). She encouraged Jaycee both academically and analytically. Ms. Nichols, who had received her master's degree and was in the process of working on her PhD while Jaycee was in high school, was "very savvy, very with it, very knowledgeable, very motivated and very ambitious" (Participant interview, Dec. 2, 2004). Both ladies portrayed a picture of intelligence to Jaycee and this passion for knowledge was a significant part of Jaycee's teacher self. Jaycee prided herself on her classroom knowledge because she achieved two undergraduate degrees, a master's degree and started two different PhD programs. The effects of Ms. Zachary and Ms. Nichols were evident in Jaycee's teacher self through her motivation and ambition to pursue education at a higher level than most high school teachers. In her classroom practices, Jaycee tended to lean towards teacher-centered lessons, not only because that is what she had grown accustomed to through her educational pursuits, but also because of her desire to share her content knowledge with her students. There were many times I observed Jaycee conduct lessons that included in-depth detail about topics and as students threw questions at her, she answered them with ease. Mrs. Caleb, Ms. Nichols and Ms. Zachary were three of Jaycee's past teachers that played a consistent role in shaping some of the personal traits of Jaycee's teacher self.

Former teachers also played a consistent role in shaping underlying attributes of the participants' teaching selves in regards to classroom environment, which included rapport with students, classroom instruction and classroom aesthetics. More specifically, Sophie prided herself on the classroom rapport she created with her students. Her former

junior high teacher, Mrs. Roberts, affected this characteristic. Mrs. Roberts displayed a great amount of care and concern for Sophie when she was in junior high and Sophie was especially appreciative of the vested interest Mrs. Roberts showed in her writing. Mrs. Roberts took time to read Sophie's short stories and give her feedback on her work. Sophie described her as "very supportive, sweet and nurturing…the one teacher that really stands out in my mind" (Participant interview, Feb. 25, 2005). This shaping of Sophie's teacher self was displayed in her own classroom practices. Sophie created positive rapport with her students by displaying sincere care and concern for her students. Her main goal was to give the kids "feedback, feedback, feedback…because [she] remembers how much [she] appreciated that" (Participant interview, Feb. 25, 2005). Sophie also demonstrated genuine interest in her students. Sophie took the time to read rough drafts, gave feedback on work packets and allowed students to retake quizzes and tests once she had made suggestions. Sophie's care and concern for her students was also evident through her language. In the classes I observed, I often watched the students complete worksheet packets or work on research projects and during these times Sophie coaxed and guided students with non-threatening language and non-verbal reminders to stay focused. She was very patient with them as they completed their work for her and even when students were off task, she would gently wheedle them. For example, at one point the students were working on a research project in the library where they were expected to research twelve different websites. When one student was off task, Sophie calmly walked over to him and asked, "How many websites do you have, Luke? Be aware your time is ticking away while you are doing this. Remember, you need to have

twelve done by the end of the week." Her request was accompanied by a kind smile and a pat on Luke's shoulder. Mrs. Roberts' effects could be seen through the rapport Sophie created in her classroom environment.

Another demonstration of former teachers impacting attributes of the teacher self in regards to classroom environment was seen in the classroom aesthetics of Jaycee's classroom. Jaycee discussed characteristics of one of her elementary teachers, Mrs. Calab, which affected the quality of her teaching self and in turn her classroom environment. Jaycee recalled her former teacher's classroom as exciting and inviting, a place where you wanted to learn. Jaycee described Mrs. Caleb's room as colorful— "…I mean color, I mean visuals, I mean it popped- things that [were] fun" (Participant interview, Dec. 2, 2004). Jaycee's teacher self made a conscious effort to create a classroom that was very colorful. Her white walls were covered in a rainbow of bulletin boards, posters, student projects and odds and ends. Behind her desk, there was a large sombrero, a larger than life pink and purple papier-mâché butterfly along with an enlarged papier-mâché handbag that was brown and green. Her desk was covered with pink and purple mainly in the form of *Hello Kitty.* Around her room, there were colorful posters on a wide range of topics from movies to Washington to the andromeda galaxy. Mrs. Caleb also had a way of creating a warm, welcoming environment and often used endearments such as "honey" or "sweetie" (Participant interview, Dec. 2, 2004). Some of these traits were evident in Jaycee's teacher self as well, which in turn was visible in her classroom practice. Jaycee had two lamps in her room, one behind her desk on a tall filing cabinet and one standing next to her desk. The lights added warmth to the

classroom that made you feel like you were curled up in your favorite pair of pajamas studying for the evening in your bedroom. Endearments, such as 'hon', 'sweetie' or 'dear' were also a common part of Jaycee's classroom practice.

A final instance that demonstrates how former teachers affected attributes of the teacher self in regards to classroom environment was evident in Kerstin and the classroom instruction she implemented. Kerstin's teacher self was formidably shaped by two of her high school teachers, Mrs. Alexandra and Mr. Degarza. Though these teachers taught two different subjects, they both contributed to the teacher-centered methods that were evident in Kerstin's classroom practices. Mrs. Alexandra, who taught Kerstin in the seventh and twelfth grades, shaped her teacher self professionally. Kerstin saw Mrs. Alexandra as very conservative and believed she and Mrs. Alexandra were, "on the same wavelength as far as the way [they] thought about things" (Participant interview, Mar. 24, 2005). Kerstin's experience in Mrs. Alexandra's classroom helped to effect her as a traditional teacher in the classroom. Kerstin mentioned how she was old fashioned in her teaching and did not like "all the touchy feely" (Participant interview, Mar. 24, 2005) methods of teaching that are pushed today. She believed in presenting the material to the students with teacher led methods, letting students practice their skills on worksheets and then quizzing or testing them on the information at the end of the week. Mr. Degarza also contributed to the way in which Kerstin's teacher self led the classroom. Though he was not regarded as conservative, his teaching methods in Pre-calculus, Calculus I and Calculus II resembled the more traditional style. Kerstin learned based on "the old paper

and pencil method" (Participant interview, Mar. 24, 2005) where information was presented to her and she regurgitated information on worksheets, quizzes and tests.

The ways in which Mrs. Alexandra and Mr. Degarza affected characteristics of Kerstin's teacher self in regards to classroom instruction was also evident in her classroom practice. Throughout the time spent in her classroom, I noticed that she led almost all classes with teacher-centered methods. She would perch herself on her four-legged stool behind the overhead projector at the front of the room. During these lessons, she would write problems from the lesson (either introductory problems or problems from the homework assignment) on the overhead and work through the problem. Once she had gone over the problems, she would usually let the students work on practice worksheets individually or with partners. Throughout the time working with Kerstin, I observed that she did have the students take part in an exploratory activity using M&M's and Skittles, but Kerstin did not find the activity beneficial to overall learning. She stated, "…they did a great job with the experiment, but they did a horrible job writing up the reports because they had so much fun with the experiment that they were like now I have to write up this experiment and they're like, oh, well" (Participant interview, Mar. 24, 2005). Kerstin said the reports were very poor and was not sure the students received the educational benefits of the activity.

Through the above examples, it is evident former teachers were consistent forces in shaping characteristics of the teaching self both personally and in regards to the classroom environment. Former teachers left impressions that stayed with them throughout their journey in becoming a teacher. Despite where the lives of these

beginning teachers traveled between their educational memory and their first year/s of teaching, the former teachers' effects on their teaching selves were evident. Analysis of this theme focuses on *why* the participants found these specific teachers to be significant shaping agents on their teaching selves. It could have been because the participants truly did aspire to emulate these traits and, in some cases, were successful in implementing them in their teaching selves and their classroom practices. Or it could be because these former teachers affirmed the traits the participants already possessed and were destined to display in their teaching self and classroom practices.

Regardless of why former teachers affect the teaching self, their impact plays a role in developing the teacher self. Beginning teachers need to have points-of-reference which help shape the teacher they are becoming and former teachers are a significant point-of-reference for these neophytes. Traits, which are both valuable and problematic, are taken from teachers during the educational memory. Normally, when one discusses the effects of past teachers, the conversation can be directed to the belief that anyone can be a teacher. As Lortie (1975) states, "But it is likely that taking the role of the teacher is general among students whatever their occupational intentions. It may be that the widespread idea that 'anyone can teach' (a notion built into society's historical reluctance to invest heavily in pedagogical research and instruction) originates from this; what child cannot, after all, do a reasonably accurate portrayal of a classroom's teacher's actions?" (p. 62). Though this research could focus on the same conversation, the idea anyone can teach—I view the effects of these past teachers as an integral part to the shaping of the teacher self.

Rather than categorizing former teachers' influence as 'something anyone can do', it is better to examine this idea as to how personal and professional traits of former teachers impact the beginning teacher's self in the classroom. For example, Phillip frequently mentioned his past high school teachers were "master teachers in a lot of ways, not just the way they [conveyed] the subject matter, but overall role models as human beings" (Participant interview, Feb. 24, 2005). Phillip did not believe that because he experienced awesome teachers he too was an awesome teacher; rather, he viewed their effects as something he aspired to. He stated, "I can't say that I've gotten to the point where I can have the luxury of assimilating some of those qualities they have at this point. They are the ones that I am thinking of…[but] I am still in my first year just treading water…" (Participant interview, Feb. 24, 2005). It is important that beginning teachers have these images and memories of teachers as points-of-reference and the emphasis should not be placed on an idea that anyone can teach because of their experiences as students in the classroom. Rather, the emphasis should be placed on how the experiences as a student have shaped the teaching self toward integral understanding of teacher dynamics.

The influence of a teacher family

This research showed the influence of a teacher family shaped the participants' teaching selves because they were privileged to inside information about the 'life of a teacher.' This privileged insight shaped the teachers' selves in productive ways because it helped to prepare and guide them through their first years and this information also shaped their teaching selves in counterproductive ways because it caused them to make

assumptions and disregard some influences during their teacher preparation program and their experiences of the first year/s. Coincidently, Jaycee, Kerstin and Sophie all had mothers and/or other family members that were teachers; yet, throughout the research, it was common that mothers were mentioned most frequently for the bearing they had on each of the female participants' teaching selves. This section first examines how their mothers productively shaped Jaycee and Sophie's teacher selves by giving them privileged information regarding the inner workings of the classroom. Following is an explanation of how the effects of a mother who was a teacher was also construed as counterproductive to Jaycee and Sophie because of the assumptions made and the information that was disregarded.

First, both Jaycee and Sophie believed their teacher families (mother) shaped their teaching selves in productive ways. The interactions with their mothers helped to prepare them and guide them for their first classroom experience. Jaycee felt her mother's structured classroom and high expectations for her students positively shaped her teacher self because it helped to prepare her and guide her through her first year/s. Her mother's impact on Jaycee's teacher self was evident in her classroom practice through the structure and organization in her classroom. Her room was always very neat and orderly. She continually had papers stacked in neat piles, TAKS preparation books organized on the corner of her desk, *Hello Kitty* figurines lined up in a straight row on her computer keyboard, and pencils and pens neatly placed in a coffee cup. In the back of her room was a bookshelf that was immaculate. All books were lined up like soldiers and if one decided to lean out of order, Jaycee would adjust it as soon as she noticed. Her lessons and

classroom activities also appeared to be concise and direct. She had objectives and the agenda written on the white board, a transparency on the overhead for a warm-up, and overhead notes ready for lecture. Her lessons transitioned smoothly from one step to the next. Structure and organization are examples of the productive ways Jaycee's mother shaped her teaching self.

Another illustration, which demonstrated the productive influence of a mother who was a teacher, came from Sophie's discussions about her teacher family. During Sophie's educational memory interview, I asked her to discuss any other significant effects on her as a teacher and her answer was a very passionate, matter-of-fact, "my mother." Her mother, who was a librarian at a local junior high, was described as "the warmest, nicest, most gentle person that you could possibly imagine. She is Santa Clause as a woman" (Participant interview, Mar. 31, 2005). Sophie's mother was an inspiration to her and despite all the problems and complaints her mother expressed at the dinner table while Sophie grew up, she was still going—even past retirement. The love Sophie's mother had for her job and her students were traits Sophie claimed shaped her teaching self in productive ways. These traits helped to prepare and guide Sophie through her first year because she witnessed the positive rapport her mother had with her students and felt it was very important to emulate these traits. Specifically, Sophie saw her mother's jovial spirit and sense of humor in her own teacher self. As stated earlier, Sophie's cheerful spirit radiated in the classroom through her language and her genuine concern for students' interests. Sophie, very rarely at her desk, fluttered around the room to talk with students about their work packets or their research projects. She was a walking smile with

glittering eyes and a spring in her step. Sophie's mother demonstrated the importance of making her students feel welcome and accepted. Sophie emulated this trait in her classroom practices by greeting her students at the door before class began and listening empathically—even when it was clear the student was making excuses for late work or no work at all. Sophie's warm and accepting teacher self was also evident in the classroom through her conversation with students. She used words and phrases such as "I don't expect you guys to do this by yourself. You need to use resources in the classroom [peers and dictionaries]" and "Hey guys, can we turn the volume down? I realize we are working in groups, but we need to turn it down a little." She was also open to discussing the things that were important to the students, whether it was school policy, Christmas vacation or the latest school scandal. Sophie saw her mother's kindness as a teacher to be a productive shaping agent on her teacher self.

Unbeknownst to Jaycee and Sophie, their teaching selves were also shaped counterproductively by the fact that their mothers were teachers. Because 'mother knows best,' Jaycee and Sophie's teacher selves had assumptions about the classroom based on their mothers' experiences. These notions sometimes led to Jaycee and Sophie's teacher selves disregarding influences from their teacher preparation program and their experiences of the first year/s. Jaycee found growing up with a mother as a teacher gave her teaching self a sense of the classroom and what it would be like interacting with and instructing the students. She explained the effects of her mother:

> …I had a mother for a teacher so for me education was engrained. I learned for her and watch her. It was quite interesting because I didn't realize it at the time,

> but she was modeling from me. …I try to take those lessons and those things she taught me…and carry that into my classroom because she has been so successful. So having a mother as a successful high school teacher for 26 years really helped me have an easy transition into be coming a teacher (Participant interview, Sept. 23, 2004).

Though these can be seen as valuable impacts on Jaycee's teacher self, they can also be problematic because Jaycee had a false impression that these experiences prepared her for the classroom even though that may not have necessarily been the case. The assumptions created based on the privileged information from her mother may not always be the best for her current situation. As Jaycee's mother stated once, "It's changing, I am warning you" (Participant interview, Sept. 23, 2004), times are different in Jaycee's classroom and though certain things may have worked for her mother in the past, they are not necessarily guaranteed for today's classroom.

The counterproductive effects of Sophie's mother on her teacher self was evident when Sophie discussed her teacher preparation program. When Sophie discussed the effects of her education courses on her teaching self, she mentioned its effects were minimal. She found herself paying little attention to the theory of the lessons because she already had a good grasp of what teaching entailed for the reason that both of her parents were teachers and she had grown up listening to their conversations every night at the dinner table. She elaborated:

> I tell you- I didn't really pay much attention to that kind of stuff [pedagogy/theory]. I grew up in a family of teachers and I felt like I was coming

> from a good place and I felt like I had a pretty good idea about how things were going to be and what things are like and why things are done a certain way. I didn't really pay much attention to that stuff. I mean I learned it and I took the tests and I did fine, but it is not something that I hold with me (Participant interview, Mar. 31, 2005).

Though Sophie may have viewed the lessons from her family as fruitful, these lessons and the impact they had on her teacher self can also be considered challenging. Sophie saw her experiences with her mother (and father) as teachers and their conversations at the dinner table to be 'enough' when it came to educational/instructional theory; therefore, she may not have put the efforts into her course work that were needed. Sophie had assumptions about the classroom based on the information presented to her during dinner conversations and quite possibly, these notions may not be sufficient for today's classroom.

Jaycee and Sophie both addressed the effects their teacher family had on their teaching selves. More specifically, their mothers shared insight with them about the inner workings of the classroom and the joys and frustrations of teaching as well as led by example when interacting with students. The insight gained from living with parents who worked in the school system can have a strong impact on the teacher self and though this can be productive, it can also be counterproductive. The informants demonstrated ways in which their teaching selves were impacted productively such as structure and rapport, but they also related a sense of denial toward outside influences, such as the teacher preparation program and the experiences of the first year/s, because they felt by living

and growing with a mother as a teacher, they knew vital information. This theme is insightful because it highlights the important effects mothers/teacher family can have on a beginning teacher. The teacher family can fit into Lortie's (1975) apprenticeship-of-observation because the members of this study believed they could teach partially based on watching their teacher family at work. This understanding of teaching, based on a teacher family, can be disruptive to a new teacher because of the assumptions gathered from one's mother or father.

There is little written about teacher family other than that we, as a teaching force, come from them. It is an affirmation, via this small case study, that we need to attend to the ways family influences the teacher self. It is important to highlight the way in which 'dinner table talk' can affirm or negate all that teaching can be. There is an informal exchange that occurs between parent and child and it is impossible to monitor. Neophytes learn a great deal from the 'insider trading,' the kind of knowledge that lets you know more than anyone else. This knowledge is to one's advantage if it is a positive message that increases efficacy and a disadvantage if it is a negative message and reduces possibilities. There is little literature to explore which focuses on this topic because teacher family is beyond our control, but with regards to self, it becomes a piece of knowledge that essential in dissecting and directing self.

To reiterate, two themes emerged when discussing the educational memory. First, former teachers were a consistent effect in shaping the underlying traits of the teacher self, personally and in regards to classroom environment. Jaycee exhibited how her former teachers shaped her teacher self's qualities of self-assurance and passion for

knowledge. Sophie, Kerstin and Jaycee addressed ways in which their former teachers impacted their classroom environments, which included classroom rapport, classroom instruction and classroom aesthetics. Secondly, the effects of a teacher family shaped the teacher self both productive and counterproductive ways. The privileged information passed on from parent to child positively helped to prepare and guide the participants' teaching selves through their first year/s, but it also led the participants to develop assumptions about the classroom and disregard future influences during the teacher preparation program and the experiences of the first year/s.

Teacher Preparation Program

In addressing the participants' teacher education programs, all four participants had different and unique experiences in becoming certified teachers. Kerstin was the only one to complete the traditional teacher certification with a major in kinesiology and a minor in math. Jaycee was alternatively certified through the ESU Region 13 program. After Phillip worked as an accountant, he returned to school and received his certification through a post-baccalaureate program. Sophie was not an art education major, but finished her studio art degree on the certification track. Each participant addressed a variety of experiences with professors, course work and student teaching and through these discussions, two major themes arose. First, in affirming the dichotomy between content and pedagogy, the participants felt their content courses shaped their teaching selves more than pedagogy. In analyzing this theme, this led me to believe the participants misunderstood and/or devalued the pedagogy presented to them in their preparation programs and thus self was defined more by content knowledge. Secondly,

during the teacher preparation program, all four teachers found their student teaching to be the most significant factor in shaping who they were as teachers. In addressing the student teaching, they found the experiences with students and their cooperating teachers to be the strongest shaping agents of the experience.

The role of content over pedagogy

Regarding the shaping of teacher self, the informants found content to be more influential in forming their teaching selves than the educational/instructional theory presented to them in their education coursework. "Teacher education research examining student teachers' perceptions of their learning in the school and university settings frequently illustrates the dichotomy that exists for them. In identifying their views of knowledge acquisition, student teachers invariably relate theory to the university setting and practice to the school settings" (Grahm & Thornley, 2000). The beginning teachers in this study indicated a disparity between content and pedagogy. They viewed the education courses in their teacher program to relate more to theory and viewed them as more difficult to apply to the real world setting. Each participant found the pedagogy from their teacher preparation program to have little consequence on their teaching selves and their classroom practices whereas they saw ways in which their content shaped their teaching selves and classroom practices.

The participants saw their university coursework, which included the history, math, French and English courses, as influencing their teaching selves. Jaycee, who had more content course work than the average beginning teacher, believed her subject knowledge shaped her teaching self. The influence of Jaycee's content/subject matter

came mainly from her experiences as a student and her teaching assistant positions in graduate school. In an interview, Jaycee explained her vast experience in the classroom setting, "…I am an anomaly in your research because I am so educated and…my perspective on teaching is from a much more academically orientated atmosphere than what most of the people around here are used to" (Participant interview, Dec. 2, 2004). The academic experiences she had helped shape her teaching self in that she was confident in the classroom and in how she chose to communicate with students about the course content. She explained her academic background afforded her the ability to sometimes "delve a little deeper in a subject and connect it to another subject better than someone else can simply because of [her] knowledge base and the fact that [she] spent so much time in college" (Participant interview, Dec. 2, 2004).

Jaycee gave an example of this in her classroom practice:

> …when I was teaching the exploration unit, I taught about the Treaty of Tortoises and how originally that was between Portugal and Spain. Originally it was right through the middle of the Atlantic Ocean; however, Portugal wasn't happy with that and they moved the line over and then it went right through Brazil and ironically enough that is how you get Portuguese-speaking Brazil because the Treaty of Tortoises made the line go right through Brazil and all the rest of everything left of Brazil was Spain's and everything right of the line was Portugal's so that is how you get—that is cultural history but it's also geography, so it is tying in a bunch of different subjects…(Participant interview, Dec. 2, 2004).

However, throughout classroom observations, there was little evidence that lessons were cross-curricular. Her lesson stayed focused on the issue at hand and if there was a tangent, it remained in the area of social studies.

Sophie was another example of an informant who saw course content as influencing her teaching self. For example, Sophie gained a "certain discipline" (Participant interview, May 5, 2005) from her French courses and the methods by which they were taught. Because learning a language is a "step-by-step process that requires organization" (Participant interview, May 5, 2005), Sophie learned the discipline of her course work and believed she transferred it to her own classroom practices via structured and sequenced lessons with the intent of helping students build on prior knowledge. However, this aspect of Sophie's teacher self was not manifested in her classroom practice. During most observations, she made herself available to students as they completed worksheet packets or research projects. She seemed to assist them with questions and comments, but did not take an active role in presenting information and connecting their learning to prior knowledge. Most often she let the students explore the subject through group projects and work packets. Students worked leisurely through the required assignments and there was very little direct instruction which guided students through the content. Jaycee and Sophie were two examples of how subject matter shaped their teaching selves.

Though the participants found their knowledge of content to be influential in shaping their teaching selves, they did not see pedagogy influencing who they were in the

classroom. The participants made similar comments regarding the influence of educational/instructional theory on their teaching selves.

> Well, the theory is largely out the window, honestly (Phillip, Participant interview, March 29, 2005).
>
> …we read things like *The First Day of School* by Wong, which is a bible and stuff like that, but as far as something like that that I stick to constantly like content literacy strategies, methods for teaching, promoting student learning, motivation and student learning—theoretically, if they don't have any motivation, they are not going to do anything. But um, as far as hard-core theory that I follow- I can't think of any. (Jaycee, Participant interview, Apr. 7, 2005).
>
> I tell you. I didn't really pay that much attention to that kind of stuff. (Sophie, Participant interview, May. 5, 2005).
>
> Theory is crap. (Kerstin, Participant interview, May 4, 2005).

Overall, the study participants did not see the theory of their education courses as shaping their teaching selves. Phillip, who received his teaching degree through a post-baccalaureate program, felt the majority of the theory he learned during his teacher preparation program was not relatable to his classroom today. Jaycee, who attended an alternative certification program to receive her teaching degree, stated that she used theory piecemeal. For example, in her lesson planning, she stated she did not abide by the Madeline Hunter model because "it is simply too much" (Participant interview, Apr. 17, 2005); rather. she always tried to have an objective and purpose for her lessons. This was

evident when you walked into her classroom. On her white board she always had an objective and an agenda (purpose) written for the classes she taught. An example:

Agenda

1. TAKS vocabulary word diagrams
2. Go over the notes- Federalists versus Anti-Federalists and Amending the Constitution

Objective

Identify process and purpose for amending the Constitution

Sophie and Kerstin also saw little influence of educational/instructional theory on their teaching selves. Sophie commented she did not pay attention to "that kind of stuff" but she "took the tests and…did fine" (Participant interview, May 5, 2005). Her reasoning behind not necessarily paying attention to the pedagogy courses was because she "grew up in a family of teachers" and felt she was "coming from a pretty good place" (Participant interview, May 5, 2005). She stated, "I had a pretty good idea about how things were going to be and what things are like and why things are done a certain way" (Participant interview, May 5, 2005). She was very matter-of-fact in her answer and there was no lengthy discussion on the types of pedagogy/curriculum theory she had been exposed to. Kerstin was very blunt when she remarked, "Theory is crap" (Participant interview, May 4, 2005). Her insight into this question took on a different direction than her counterparts' answers. She answered the question looking at theory as 'an order from on high' by first addressing the theory of *No Child Left Behind* and how she agreed with it "in theory," but the reality was "no, it isn't going to happen" (Participant interview, May 4, 2005). When Kerstin addressed the theory that came from her university faculty

and her school administrators, she remarked sarcastically that it was coming from people "who haven't been in a classroom for how many years?" (Participant interview, May 4, 2005). She believed professors and administrators have a skewed view of reality because they have not been in the classroom for many years. They can present her with an instructional or learning theory and tell her how to incorporate it, but Kerstin felt it would work for only a few students, not with the majority of her students. She gave the following example of how instructional theory from her physical education courses would not be beneficial in the classroom.

> …a lot of [my former professor's] stuff was the touchy, feely stuff and keep in mind it was the PE setting. Get them into groups and let them discuss what it means or how they feel when they play kickball. At the high school level, if you get boys and girls together in a group to discuss what kickball means, they will tell you that it is when you kick someone in the balls. You want them to be mature and you try to give them adult responsibilities as far as bringing a pencil to class, but it doesn't happen (Participant interview, May 4, 2005).

Granted, Kerstin was a math teacher, but this example explains how she viewed theory overall. She continued,

> So theories are great as far as theory, but there is not that support, at least in this school district…They [professors and administration] give us all sorts of things that we should try and we try them…but none of us know how to approach it with these kinds of kids. I don't get it sometimes. There is a huge gap between theory and reality (Participant interview, May 4, 2005).

Kerstin and the rest of the study participants believed their teaching selves were shaped very little by the educational theory in their preparation programs.

Jaycee, Phillip, Sophie and Kerstin believed their content knowledge shaped their teaching selves and in comparison eclipsed any pedagogical or curricular knowledge gained from their educational courses. The participants in this study affirmed the dichotomy that exists regarding pedagogy and content. They viewed content as playing a greater role in shaping their teaching selves and gave very little regard to the multiple domains of teacher knowledge, such as pedagogical content knowledge, knowledge of learners, or knowledge of educational contexts (Shulman, 1987). Through the participants' educational experiences, including educational memory and the teacher preparation program, their teaching selves found importance in the structures that defined their content knowledge and this was what they perceived as shaping their teaching selves.

The influence of student teaching

According to Oh, Anders, Llamas, and Tomyoy (2005), beginning teachers who have student teaching experience "show higher levels of confidence in improving student learning, satisfaction with their teaching career, and a higher sense of teacher efficacy" (p. 91). My participants echoed this statement because they found their student teaching, more specifically, the interactions with students and cooperating teachers, to be the most shaping experience of their teacher preparation program. All four participants had unique and challenging student teaching experiences that provided them with exposure to the

'real' classroom and these unique exposures played a role in shaping their teaching selves of today.

During the student teaching experience, the participants found interactions with students affected their teaching selves. The greatest influence on a beginning teacher in their teacher preparation is the interaction they have with students in the public schools (Danielewicz, 2001; Schempp, et al., 1999). Phillip and Jaycee were especially aware of the influence their students had on shaping their teaching selves. Phillip consistently mentioned throughout his first three interviews the significance of his student teaching on helping shape who he was as a teacher and he credited the students as helping to prepare him for his classroom. His work with the students helped him to "get a handle on where the students were mentally" (Participant interview, Mar. 29, 2005). As he was "amongst the population" (Participant interview, Mar. 29, 2005), he realized the students were not the same kinds of students he sat next to during his high school and undergraduate schooling. Specifically, these experiences taught him that he would have to adjust his original vision of communication and instruction with his students in the classroom. Because of his experiences throughout his educational memory, Phillip expected a classroom where students were internally motivated, interested in the material and able to discuss and discover the curriculum at length. However, during his student teaching experience, the students showed him this was not the case of the average classroom of today. Phillip found this insight and experience with students to play an important role in shaping his teaching self.

A second participant who found students to be a strong shaping force on her teacher self was Jaycee. She was exposed to a tough group of students who she said helped her become a stronger disciplinarian. The setting of her student teaching was described as "urban…majorly diverse…rough…completely polar opposite from her teaching [at Loudoun High]" (Participant interview, Apr. 7, 2005). The students she worked with were from the inner city and there was a lot of poverty. She elaborated, "I am probably a little more of a disciplinarian…because I dealt with kids that were trouble makers and problems" (Participant interview, Sept. 24, 2004). When asked how this shaping of her teacher self was manifested in her classroom practices, she commented on certain discipline practices she implemented in her classroom. For example, when she encounters a situation where a student is disruptive or threatening to her or another student, she removes them from the classroom setting in order to avoid "pandemonium and chaos" (Participant interview, Sept. 23, 2004) and takes them to the hall to have a private conversation. During this conversation she said she would be very stern and hold students accountable for their actions. Though I did not see her take a student out into the hall, I saw other instances where Jaycee was a tough disciplinarian and did not take her students' misbehavior lightly. For example, all students at Loudoun High were expected to have name badges on throughout the day and there were times she would do badge checks at the beginning of class and if there were students who did not have their badges, they were asked to leave the room. There was no room for questions. She would find the students who did not have their badges, point to the door and tell them not to return until

they had a replacement from the office. Jaycee and Phillip both found students to be influential in shaping their teaching selves during their student teaching.

The interactions with students were not the only influential piece of the student teaching experience; the participants also mentioned the influence of their cooperating teachers as shaping agents on their teaching selves. Due to the many hours spent working with these mentors, they were an influence on the teaching self in either positive or negative ways. For example, Phillip felt he was fortunate to have had a beneficial relationship with his cooperating teacher and shared many positive ways in which she shaped his teaching self. Sophie, however, compared her student teaching experience to that of a nightmare because her experiences with her cooperating teacher were negative. Though she struggled through this time, she believed her experiences with her cooperating teacher helped to create a stronger teaching self.

Cooperating teachers have a positive influence on the shaping of the teacher self because of their guidance and support during this time of *real* teaching. Phillip's cooperating teacher was a constructive influence on his teacher self both personally and pragmatically. In working with his cooperating teacher, he "learned a lot about the flow of the day" and so much of what they did "easily translated to [his] job now" (Participant interview, Mar. 29, 2005). He admired her relationship with students, commenting she "had a real good line drawn with her students" (Participant interview, Mar. 29, 2005). Phillip believed that she was more accessible than he currently was as a teacher, but that she gave him "something to strive for" (Participant interview, Mar. 29, 2005). Her guidance also helped him ease into the role of classroom teacher. Phillip commented, "It

really helped me to have my feet somewhat wet before I came in, so I think that put me further along in the learning curve than I otherwise would be if I didn't have that experience" (Participant interview, Mar. 29, 2005). His cooperating teacher also gave Phillip many management tools for the classroom. He took to her organization and the tools she implemented in the classroom and made them a part of his own. During one observation, he showed me different organization tools that were influenced from his cooperating teacher. These included a yaffa block filled with hanging folders that contained handouts from class that students could pick up if they were absent and it also gave them a place to hand in late assignments. That day there was also a graphic organizer on the board related to writing a standard essay. Phillip borrowed this organizer from his cooperating teacher and felt it was beneficial in how he chose to address the writing process. It was side-by-side with a TAKS rubric that the teachers were required to share with the students, but he told me he preferred his graphic organizer, and therefore, placed both of them on the whiteboard for the students.

In contrast to Phillip's positive experience with his cooperating teacher, cooperating teachers can also play a negative role when shaping the teacher self. Sophie had a unique student teaching experience in that her teaching self was exposed to "an evil woman" (Participant interview, May 5, 2005) that presented Sophie a teaching opportunity completely different than most. Sophie stated this experience taught her what she would NOT be in the classroom. Sophie was placed with a cooperating teacher who was not certified and did not want to have a student teacher in her classroom. The cooperating teacher did not allow Sophie to teach a single lesson on her own and when

Sophie did prepare a lesson plan her cooperating teacher copied it, taught it and turned the lesson plan into the principal as her own. In light with Sophie's optimistic and cheery personality, she commented:

> Even though it was a bad experience…it was an extreme learning experience. I learned what not to do in every single situation. I learned not to be emotional. I learned not to get personal with my colleagues…I learned how not to talk to students. I learned how not to talk to parents. I basically saw what not to do (Participant interview, May 5, 2005).

From this conversation with Sophie, it appeared she worked side by side with a very pessimistic teacher who shaped her teacher self in a backwards way. Instead of her cooperating teaching shaping Sophie in a negative way, such as a pessimistic attitude, Sophie gained an awareness of the importance of a positive and uplifting attitude. This positive attitude was a part of her teacher self and her classroom practices. Sophie almost always had a smile on her face and her attitude was cheery. I never witnessed Sophie talk negatively to a student or about a student. From Sophie's conversation, she seemed to have satisfactory relationships with parents and worked well with her colleagues. Sophie and Phillip each had diverse experiences with their cooperating teachers and these experiences shaped their teaching selves and manifested themselves in their classroom practices.

In the teacher preparation program, all four participants found their student teaching experience to be the most influential shaping agent on their teaching self, especially in regards to their experiences with students and their cooperating teachers.

This theme emphasizes the importance of making sure preservice teachers have student teaching experiences that are of the highest quality. First, the influence that students have on the preservice teacher's self is significant (Danielewicz, 2001; Schempp, et al., 1999) and this research confirmed that fact. Though it is not possible to control the quality of student the preservice teacher will encounter, it is possible to control the kind of assistance the teacher receives while he or she works with the students. It is assumed support will come from the university supervisor, the cooperating teacher and possibly a cohort of student teaching peers. However, this is not always the case. For example, Sophie led a very isolated life during her student teaching and had no support from her cooperating teacher and her university supervisor only stopped by to check in on her during her conference hour. He never once saw her teach. Granted, most teachers do not have an experience like Sophie did, but she is a shining example of how student teaching can go awry if there is lack of quality in cooperating teachers.

Unfortunately, there is not always enough consideration given to the teachers who become mentors for the beginning teachers (Giebelhaus and Bowman, 2002). Cooperating teachers are vital participants in the student teaching experience (Weasmer and Woods, 2003) According to Zeichner (2002), "a good cooperating teacher is more than providing access to a classroom or modeling a particular version of good practice…it involves mentoring"(p. 59). Phillip viewed his cooperating teacher as a mentor in that she helped him understand the flow of the day and guided him not only pragmatically, but worked with him to develop amicable relationships with his students. Effective mentoring includes, but is not limited to, the opportunity for the mentor to train

for the role, opportunity for collaboration with the student teacher, observations and feedback, respect, and emotional support (Beck and Kosnik, 2002; Giebelhaus & Bowman, 2002; Weasmer & Woods, 2003). Beck & Kosnik (2002) also add "cooperating teachers should not be coerced into their role, should be given adequate preparation, give a considerable amount of feedback, and collaborate with the student teachers even to the point of team teaching with them" (p. 81). In Sophie's case, her cooperating teacher voiced she did not even want a student teacher and therefore was not given a choice to have Sophie present in her room. This coercion led to a negative experience for Sophie and deprived her of a fruitful first experience in the classroom.

Regardless of the many possible affirming and negating experiences, student teaching remains a most prominent and valuable endeavor. From this research, student teaching was seen as having an impact on shaping the teaching self especially in regards to the interactions with students and cooperating teachers. It is important to look at all facets of student teaching—cooperating teachers, school selection, university supervisors, and cohort support—and make sure these are aligned to give preservice teachers a quality experience. The duration of student teaching is short in regards to the amount of knowledge and experience one must have to be an effective teacher.

In summary, during the teacher preparation program two themes came to pass. First, in affirming the dichotomy between content and pedagogy, the participants felt their content courses shaped their teaching selves more than pedagogy. Secondly, during the teacher preparation program, all four teachers found their student teaching to be the most significant factor in shaping who they were as teachers. In addressing the student

teaching, they found the experiences with students and their cooperating teachers to be the strongest shaping agents of the experience.

Experiences of the First Year/s

Up until the experiences of the first year/s begin, neophytes have an image of how they envision themselves as teachers and what they perceive their students, colleagues and administration to be like as well. Their educational memory and teacher preparation program have helped to build these visions and the first year/s of teaching either affirm or challenge these understandings. Based on the literature, the experiences of the first year/s pertain to interactions with students, colleagues, administration and the beginning teachers' experiences with high stakes standardized testing (Borich, 1999; Featherstone, et. al, 1997; McCann & Johannessen, 2004; McNeil, 2000; Schempp, et al., 1999).

There were three main themes that evolved when addressing the domain of the experiences of the first year/s. First, interactions with students during the first year/s caused the participants' teaching selves to gain a sense of awareness about themselves as classroom leaders, in regards to tolerance, responsiveness and empathy. Secondly, dynamics of administrators' communication led the teacher self to be disappointed in their school leaders. The communication was either lacking or it was mainly focused on bureaucratic functions rather than issues of instruction. Finally, the pressures of high stakes standardized testing stifled the teaching selves because these pressures contradicted with the informants' understanding of autonomy in the classroom.

The influence of students

In this research study, the interaction with students during the first year/s caused the participants' teaching selves to gain a sense of awareness about themselves as classroom leaders, in regards to tolerance, responsiveness and empathy. Other studies have concluded that students can be the most powerful socializing agent for the new teacher (Blase & Greenfield, 1982 as cited in Schempp, et. al, 1999) because they spend the most time with the beginning teachers. Overall, my participants agreed their students played a very significant role in shaping their teaching selves' awareness about who they were as classroom leaders. The teaching selves of Kerstin, Phillip and Jaycee gained awareness about their roles as classroom leaders when they focused on the diverse needs and backgrounds of their students. The experiences with the students caused these participants' teaching selves to become aware of the varied lives these students lived every day and this attentiveness led to an awareness of their roles as classroom leaders.

The interactions with students during the first year/s caused the participants' teaching selves to gain a sense of awareness about themselves as classroom leaders. In working with the students, Kerstin, Jaycee and Phillip's teaching selves became more conscious of the menagerie of circumstances their students faced on a daily basis. Becoming alert to these issues forced the participants' teaching selves to reflect on their roles as classroom leaders. All three participants addressed the many challenges their students faced. Phillip spoke of issues such as "language barriers, gangs, teen pregnancy, and drug related issues" (Participant interview, Feb. 24, 2005), while Jaycee expressed as teachers they are "dealing with these kids [who] come from all walks of life and they

come from mommy and daddy having a $500,000 house to kids living on a bus" (Participant interview, Sept. 23, 2004). When Kerstin focused on the issues of her students, she also highlighted the differences between her life as a student and her students' lives. During her first years, she came to the realization that:

> …kids don't come from that white picket fence like I did and they have a whole lot more to deal with growing up…I always think kids are going to be the exact same. I think they are going to be raised the exact same way that I was raised and they are going to have the ideals and values and morals that I was raised with and they don't (Participant interview, June 23, 2005)

The participants voiced many challenges they faced in the classroom as they worked with students who were dealing with issues that were more pressing than the schoolwork in front of them. Interacting with students while they were living their multifaceted lives led Kerstin, Phillip and Jaycee's teaching selves to gain a sense of awareness about themselves as classroom leaders.

Each participant related thoughts based on how their interactions with students led their teaching selves to a greater awareness of their roles as classroom leaders. Jaycee remarked,

> The kids have really helped to open my eyes about where they come from, where they've been. I have come more aware as a person and a teacher by interacting with them. I have also become more tolerant—not as rigid, definitely more tolerant and not as rigid because you have to have a certain flexibility when you are doing this job… (Participant interview, Sept. 23, 2004).

Because of the interactions with her students, Jaycee's teacher self had become aware of the need to be more tolerant and flexible when she was working with her students as the classroom leader. Phillip also addressed the need for flexibility while he led his students. Growing up attending a private school, working in the accounting field and then returning to a post-baccalaureate program, Phillip was used to a different type of student than he was confronted with in his classroom. He was not expecting to work with students who had so many other issues to attend to outside of school. Though it was a tough adjustment, he credited the students with shaping his whole year and adjusting his expectations of the classroom. Phillip commented, "…my expectations were originally so off base that they shaped me into learning…the certain level of communication that we [could] all learn to deal with" and "they made me more flexible" (Participant interview, May 12, 2005). Kerstin reiterates her thoughts in regards to the advantages she had growing up. Her privileged life, surrounded by the white picket fence, had shaped her teaching self to believe all students were similar to her and therefore, all students should have the level of responsibility and motivation she had as a student. The experiences with her students during her first years led her teacher self to be more aware of her role as a classroom leader by becoming more responsive to the differences between her and her students. She commented,

> Being in the classroom helped me to realize that these kids might come from a family where they don't know mom or dad or they might live with a completely different family. I do relax in the sense that…I have to look at what is going on outside of school. If they have a job and they were up until three o'clock and they

> have to get their brother or sister ready for school, they might not have gotten things done [for school]. I take things like that into consideration now (Participant interview, Feb. 21, 2005).

Kirsten discussed she was "more sympathetic especially about homework or getting stuff turned in [on time]…" (Participant interview, June 27, 2005). All three participants discussed the ways in which the interactions with their students shaped their teaching selves to be more aware of their roles as classroom leaders. Because of the students' complex lives, the participants' teaching selves became aware of how they needed to be more effective in the classroom whether that was by becoming more tolerant, responsive or sympathetic classroom leaders.

Within this theme, it is also equally important to point out Kerstin and Phillip's awareness of their advantaged lifestyle compared to their students. Kerstin demonstrated this through her realization that her students were not raised the same way she was and this recognition helped her teacher self to make the conscious decision to become more responsive and empathetic. Phillip also demonstrated this awareness in his teacher self as he realized his students did not have the same kind of background as he did and therefore, they faced different challenges in succeeding in the classroom. He perceived his students would be "more in line with his private school experience" (Participant interview, Feb. 24, 2005) but found there were many issues, such as language barriers, gangs, teen pregnancy and drug related issues, his students were dealing with on a daily basis. Though this issue was not addressed in interviews, I found Kerstin and Phillip had a sense of critical consciousness. They both had an awareness of differences between them

and their students and this awareness of culture and lifestyle led them to think more deeply about their roll as educators. Gay & Howard (2000) discusses the need for teachers to "[unpack] their own ethnicity and [understand] themselves as racial and cultural beings" (p. 8). In developing a more critical consciousness, Kerstin and Phillip chose to "analyze their own ethnic heritages; analyze the assumptions and beliefs they hold about other ethnic groups and cultures; and compare their assumptions about cultural diversity with other groups' versions of knowledge, truth and reality" (Gay & Howard, 2000, p. 8).

The dynamics of administrators' communication

Administrators hold the greatest power over beginning teachers because it is usually they who are responsible for hiring as well as renewing teachers' contracts (Schempp, et al. 1999). All participants commented on how the dynamics of administrators' communication led the teacher self to be disappointed in their school leaders. Based on the two different schools' administrations, there were different dynamics of communication that led to disappointment. On one hand, Kerstin and Sophie frequently discussed the absence of communication from their administration in that they never heard from their administration except during their Professional Development Assessment System (PDAS) evaluations or when they had a discipline problem with a student. On the other hand, Jaycee and Phillip found the dynamics of their administration communication to be mainly focused on bureaucratic functions rather than foundational issues of instruction. Either way, the dynamics of administrators' communication led the participants' teacher selves to feel disappointment toward their school leaders.

Due to the dynamics of administrators' communication, Kerstin and Sophie found their teaching selves were shaped very little by their school leaders and therefore, they were disappointed in their school leaders. Kerstin and Sophie both mentioned their administration was new, and consequently, they were more focused on the front office than the classrooms. They very rarely saw their administration except for their PDAS observations or if there was a problem in their classroom and then the participants had to go to the office to discuss it with them. Both teachers were disenchanted in this fact and because they saw so little from their administration, their teaching selves were not shaped by the experiences with them. Kerstin discussed how she wished they would visit her classroom more frequently, "…I leave my door open hoping someone will come into my class. I expect them to be visible whether it is in my classroom or out on campus because…if I am doing something wrong as a teacher, I want to know" (Participant interview, May 24, 2005). Kerstin yearned for input from her administration as she mentioned her open door policy many times throughout the conversations, but she did not receive the input from her administration. Sophie had very little to say about her administration. Though she did feel comfortable going to them for advice, she did not see them playing an integral role in shaping her teaching self. She revealed, "…I hardly ever see anybody from over there. The only time I ever saw any of the administrators was when I had a problem or when it is my evaluation time. I don't feel very influenced by the administration or anything like that" (Participant interview, June 27, 2005). The dynamics of their administrations' communication, in regards to an absence of

communication, led Kerstin and Sophie's teaching selves to be disappointed in their school leaders.

The different dynamics of Jaycee and Phillip's administrators' communication also led their teaching selves to be disappointed in their school leaders. The dynamics of their administrators' communication mainly focused on technical, practical and almost mechanical functions rather than foundational issues of instruction. Phillip mentioned a specific directive related to extra credit that came down on his department during the fall of 2004. This particular class session I had come to observe revolved around extra credit. Upon entering the room, it was noted on the white board there would be extra credit available to help improve averages for report cards.

Replace your lowest grade:

1. 11 sentences, each with a noun, verb, adjective and adverb. All underlined and labeled.
2. ½ page: How did you get your first name? Do you like it? Did you ever change it? Do you want to change it?

Though this class period was supposed to be focused on silent sustained reading (students actively read a book of their choice), there was chaos regarding the extra credit and final grades for the semester. After class I asked Phillip why he chose to give his students extra credit and his answer was full of frustration and doubt. He commented that the extra credit was implemented because the administration encouraged the teachers to *help* students improve their grades. Despite the fact that Phillip did not seem to advocate for the extra credit, he felt it was the action he should take.

Another example of the dynamics of administrations' communication which led to disappointment in school leaders was related to random, if not futile, five-minute walk throughs that took place in Jaycee and Phillip's classrooms. Both informants discussed that during these times, school leaders came into their classroom, sat down with a notebook and filled out official evaluations on them that were then placed in their permanent files. Jaycee and Phillip thought the walk throughs were disappointing and an unfair judgment of their classroom teaching. They believed it was not enough time spent in the classroom to give an official evaluation and judge the quality of their teaching. Jaycee commented, "You can come into my room for a minute or two, glance at what I am doing, not even know what I am doing for sure, don't understand what I am doing, and you can write whatever you want on that paper and it goes into my file. That is the auspice we work under" (Participant interview, Apr. 26, 2005). These inconsistencies and pressures on her teacher self had at times been frustrating enough for Jaycee to think about alternative sources of employment. She revealed, "I am way too educated to put up with this kind of crap for a long period of time. I know that I have other options that are open to me and I am extremely marketable as a teacher" (Participant interview, Apr. 26, 2005) Phillip also felt inconsistency weighing in on his teaching self and found these observations to be "confidence shaking moments" (Participant interview, May 12, 2005). He said,

> …when you have an interactions with someone who comes into your room to take a look and they are doing it once a semester and they catch something they don't like, it is a very lasting impression and there were a couple of times where I felt a

> little bit defeated because maybe it wasn't one of my best days or they came in and out in five minutes and they were during the worst five minutes that they could have come. A lot of times what shook me up the most was that I would feel pretty good about what was going on and I got totally opposite feedback (Participant interview, May 12, 2005).

Both Jaycee and Phillip's teaching selves were disappointed with their school leaders in regards to these walk-throughs.

The disappointment Phillip and Jaycee's teaching selves felt towards the administration because of their administrations' communication was manifested in their work as classroom teachers. Jaycee came to the realization she "[was] going to stay clear of higher authority" and keep her nose "to the grindstone" (Participant interview, Apr. 12, 2005). She believed avoidance would work to a certain extent, but if she just did what she was told, they would leave her alone. Phillip felt similarly and he adjusted his teacher self to meet the needs "of those whining the loudest" (Participant interview, May 12, 2005). He realized he needed to tend to administrators' requests quickly, sometimes even before the needs of his students, in order to avoid conflict. Though the participants had different administrations, each set of teachers' teaching selves was influenced by the dynamics of their administrations' communication.

The informants all described how the quality and content of administrations' communication led the teacher self to be disappointed in their school leaders. In examining this consistency among participants a bit closer, it is important to point out the members of this study may not have been disappointed had they not had higher

expectations for their administrations. Based on their educational memory and their teacher preparation program, the informants' teaching selves were led to believe their school leaders would be a positive and supportive component of their first year/s. They must have envisioned the dynamics of their administrations' communication would be consistent, supportive and leading in their endeavors to be effective classroom leaders. Instead, they found administration was absent from their classroom and if they were present, the focus was on bureaucratic and administrative tasks rather than on helping the informants to be better teachers. There was a dissonance between what the participants' teaching selves expected and the reality of their work with administration. The dynamics of administrations' communication led the teacher self to be disappointed in their school leaders.

Despite the informants' disappointment towards their administration, the administrators played an extensive role in the first year/s of teaching. Wood's (2005) meta-analysis of works, e.g. Ingersoll and Kralik (2004); Brock and Grady, (1997); Johnson (2004); Bartell (2004), regarding the influence of school leaders found

> Research demonstrates that principals' influence on novice teachers is significant, if not profound. Principals often recruit novice teachers and represent the first and only person they know in a school. Novice teachers look foremost to principals for guidance and direction on how they should perform in schools. When they receive it, they feel secure in their ability to make the transition from students of teaching to teachers… (p. 2).

The informants of this study did envision their administrators as supporters of them and their teaching; however, they did not receive this support. Wood (2005) continues, "When they do not receive principal support or guidance, they often encounter problems in teaching and/or leave the school or the profession entirely" (p. 2).Their administration had a great deal of authority over their teaching selves. Not only are principals the ones responsible for influencing the longevity of the job (Hope, 1999), but they also set a tone with the teachers through the dynamics of their communication. Unfortunately, in this study, the informants did not feel supported and secure in their relationships with their school leaders due to dynamics in communication. As the participants displayed, the need for effective communication via classroom involvement and less bureaucratic focus would lead to less disappointment in their school leaders.

The pressures of high stakes standardized testing

Of the four informants, Jaycee, Phillip and Kerstin felt the pressures of high stakes standardized testing stifled their teaching selves because these pressures contradicted their understanding of autonomy in the classroom. The participants felt the amount of external pressures to succeed on the Texas Assessment of Knowledge and Skills (TAKS) test often suppressed the individual choices they believed their teaching selves were entitled to (Valenzuela, 1999; McNeill, 2001). Jaycee and Kerstin's teaching selves were repressed because they were each required to adhere to a curriculum focused on preparing the students for the TAKS test. Phillip felt the pressures of high stakes standardized testing stifled his teaching self because he was asked to prepare for the TAKS test via test preparation booklets rather than by his own lesson plans and ideas.

Sophie, who taught electives, did not feel the pressures of testing like the others, but still viewed this exterior force as stifling her teaching self because she was forced to give up her course/subject time to allow for preparation activities and the actual administration of the test.

For Jaycee and Kerstin, their teaching selves were stifled because they were expected to follow a pre-set curriculum. Both teachers felt as if they were almost android-like because of the similar expectations required for all of the teachers in their department. For example, with Jaycee, all World History teachers in her department taught from the same information in the same sequence using the same lesson plans and classroom materials. Jaycee shared that her administration would prefer if they could walk from classroom to classroom and see each teacher teaching the same thing at the same time. "…they want us all vertically and horizontally aligned where we are all teaching the same thing. The principal wants to be able to walk in my room and then walk next door and have both classes doing the same things simultaneously" (Participant interview, April 26, 2005). In the same light, Kerstin mentioned the "curriculum lady" from San Antonio who was hired to create curriculum, lesson plans, quizzes and tests to be used in their classrooms because of previously low TAKS scores. Each math teacher was given a binder filled with "'this is what you will do today' lesson plans" (Participant interview, Feb. 21, 2005). The teachers were asked to follow the guidance of this binder as they made their way through the chapters in the hopes the information covered will meet the TEKS and in turn prepare them for the TAKS test. Kerstin stated, "we're basically kind of like the robots—we are given what we are going to teach [and] how you

teach it to make sure everybody understands" (Participant interview, Feb. 21, 2005). The pressures of high stakes standardized testing have stifled the creativity and autonomy of Jaycee and Kerstin's teaching selves. Both teachers stated if they had their choice, their classrooms would be run differently. Jaycee elaborated, "…I would do so many things different- cover so many more subjects, vary more things, kick out things, bring others forward. I would really switch up the curriculum. I would get rid of more of the American and go more global with it…" (Participant interview, April 26, 2005). Jaycee and Kerstin's teaching selves were stifled because of the pressures to succeed on the TAKS test. Rather than making independent choices in curriculum choice and instructional methods, the informants were expected to follow and implement a pre-set curriculum.

Jaycee, Kerstin and Phillip also mentioned the multiple-week review session required for the TAKS testing and how this expectation stifled their teaching selves because they lost the freedom to focus on content areas of their choosing. For Jaycee, the five weeks of review required Jaycee to stop teaching her content and fall back to vocabulary words and rote memorization of the American History her students discussed in their eighth grade courses. Kerstin also addressed the expectation of a three-week TAKS review for her math students, "So we crammed three weeks before the TAKS test. We completely shut down and revisited Algebra I and Geometry and unfortunately, that is what everybody does" (Participant interview, June 27, 2005). Phillip agreed and expressed his dismay to the loss of curricular choice:

> ...we knock out such a huge chunk of curriculum to do this stuff- these workbooks. What did we lose? We lost *Romeo and Juliet* [for the freshmen]. We were never able to get to *Huck Finn* for the juniors. Just a huge swath of curriculum gone. I tried to incorporate *Huck Finn* into some of the strategies with TAKS [by] asking some short term questions- kind of make your claim, you support it with evidence [and the principal] didn't like the plan for sure and he called me in and wanted me to get back to the workbooks…it is like a month that we have to do these things. I feel so bad for them [students], but you have to keep your poker face on and support the larger plan (Participant interview, May 12, 2005).

All three informants demonstrated frustration with the requirements of their schools. Their teaching selves were suppressed because they were denied independence in curricular choices due to the importance their administration placed on preparing students for the TAKS test.

Another element that arose when examining the stifling of teacher self dealt with resistance. Some participants attempted to resist the pressures of high stakes standardized testing by attempting to stand firm to the beliefs and ideals of their teacher selves. However, in the end, the participants who demonstrated resistance did succumb to the external force of high stakes standardized testing. For example, Phillip entered the classroom optimistic he would be able to handle the pressures of the TAKS test, but as his first year progressed, he felt very defeated by the pressures of testing. In the first interview conducted with Phillip, he had not yet faced the TAKS preparation or the

TAKS test and his teaching self held a rather optimistic attitude toward the challenge of the test. He said,

> It is there, like it or not. It is not something at this time that I have any animosity towards. I think that if you look at some of the things they are trying to test, they are valid goals and I think you can find creative ways to address those issues which are going to direct students toward successful finished products while still teaching what you want to teach. I think there is a way to do that. Of course, I say that now, but we will have to revisit this (Participant interview, Oct. 14, 2004).

Kerstin also displayed a sense of resistance when she first talked about the curriculum binders she was presented with. She believed they were too difficult for her students, "I didn't use any of it because I didn't feel comfortable with it. A lot of this stuff is above and beyond what I think is appropriate for these kids" (Participant interview, Feb. 21, 2005). Both teachers began their first year with a strong sense of self in that they believed they would be able to make the curricular choices that would be best for their students. However, as the year progressed, Phillip and Kerstin began to succumb to the pressures of TAKS preparation.

The resistance of the informants dwindled and they set aside their teacher selves' need to make decisions they thought were best. Phillip's positive attitude toward his ability to prepare the students for the test in productive, creative ways changed throughout the year.

> … with the particular experiences with the administration, they certainly have a different vision than I do with respect to what is going on in the classroom. With a

> couple of those folks, where I felt like what I was doing was more challenging than what they were expecting and yet- in a couple of instances they felt my stuff was more in line with mediocrity than anything else. I found that to be kind of out of touch and kind of offensive especially in light of the alternative, which were TAKS workbooks. …I am coming from wanting to get into the literature and what is on the curriculum- where as I felt like a couple of instances, if we were straying from the workbooks- we were somehow less effective. Whereas I would apply TAKS-like skills- ways, skills that you can directly apply to this all powerful test in different contexts- what I felt were more challenging contexts than- you know I had several observations where these types of things were observed- that very strong connection wasn't seen and I had a couple of run ins there so- I don't know, as you get higher up, the support has just kind of dropped out from beneath me and yeah, it has changed the way I- my teaching. I backed off my plan and went through these stacks of workbooks, which I wouldn't have touched honestly- maybe a couple of them, but over the last 6-weeks term- these are all practice tests- I can't even tell you how many practice tests these poor kids took prior to the test and I think that we could have killed two birds with one stone had we been left to our own devices, but that wasn't to be (Participant interview, Feb 24, 2005).

His teacher self and his vision of what a classroom should be like was stifled due to the pressures of the TAKS testing and his administration. Kerstin also lessened her resistance by choosing to use the curriculum binder during her second semester. She commented

they received better training on how to implement the lessons and activities and the information in the binder had been "watered down" (Participant interview, Feb. 21, 2005) and her students' comprehension was better. Both informants attempted to hold onto what was firm and true for their teaching selves, but eventually, the pressures of high stakes standardized testing stifled their teaching selves. The need for independence as a classroom teacher is high for all teachers and upon entering the classroom there is an expectation of autonomy and control of curriculum and instructional practices. The informants of this study demonstrated that the pressures of high stakes testing caused a contradiction between the need to be autonomous and the reality of having to follow through with pre-set curriculum, practice workbooks and disregard for creativity. Though some, like Phillip and Kerstin, demonstrated resistance to the suppression of their teaching selves, the pressures of high stakes standardized testing eventually led to the stifling of the teacher self.

In Texas, high stakes standardized testing has become so vital and ordinary it simply cannot be an avoided event as a classroom teacher. Whether a teacher is forced to use a scripted curriculum as Kerstin was or whether a teacher, like Sophie, is forced to give up his/her class time in order that students might take the test, the pressures of high stakes standardized testing are evident in the lives of teachers. When discussing the effects of high stakes standardized testing on teachers, the focus is often on issues such as teaching to the test, test pollution (Urdan & Paris, 1994) or the impacts on students (Valenzuela, 1999; McNeill, 2000). This study takes a different approach and examines how the influences of high stakes standardized testing influences the teacher self, a more

personal side of teaching. The results of this study show the teacher self is afflicted by the pressures of *No Child Left Behind*. There is a dissonance that occurs when teachers, like Jaycee, Kerstin and Phillip, enter the classroom with ideas and visions of autonomy only to encounter a stiff curriculum that recommends scripted lessons and practice testing in preparation for a sole assessment. It has been noted the pressures of high stakes standardized testing causes stress, frustration, helplessness and hopelessness (Hargrove, et. al, 2004; Luna & Livingston-Turner, 2001) all of which can lead to teachers exiting the field prematurely. This study confirms the participants' teaching selves experienced these emotions because of pressures to succeed on a single standardized assessment.

As Phillip exemplified, one significant reason teachers felt negatively toward high stakes testing was due to feeling untrustworthy as leaders of their students (Hargrove, et al., 2004; Luna & Livingstone-Turner, 2001, Urdan & Paris, 1987). Phillip's intuition of how best to teach his students was undercut by his administration and the need to prepare students to pass the TAKS test. His teacher self was devalued in a sense that he was not doing what was best for his students and a TAKS preparation workbook could do a more effective job. "Everyone functions better when they know they are trusted and valued. Teachers are encouraged to identify what their students can do and work from these strengths. Why not do the same for teachers" (Hargrove, et al., 2004, p. 571)? Through this research, it was found the teaching self can be stifled due to the pressures of high stakes standardized testing and when these feelings untrustworthiness occur for the beginning teacher, there is a greater chance for an exodus from the classroom.

In conclusion, three themes were discovered when examining the experiences of the first year/s. First, interactions with students during the first year/s caused the participants' teaching selves to gain a sense of awareness about themselves as classroom leaders, in regards to tolerance, responsiveness and empathy. Secondly, dynamics of administrations' communication led the teacher self to be disappointed in their school leaders. The communication was either lacking or it was mainly focused on bureaucratic functions rather than issues of instruction. Finally, the pressures of high stakes standardized testing stifled the teaching selves because these pressures contradicted with the informants' understanding of autonomy in the classroom.

Educative Life Experiences

When I began this research, I was specifically examining how the teacher self was shaped through educational experiences, which included the educational memory, the teacher preparation program and the first year/s of teaching. I also included a fourth category entitled 'other' in the event that other influences on the teacher self arose throughout the research. After conducting the research study, the category of other has been termed educative life experiences (ELE). My informants participated in experiences, which included prior professional work experiences, traveling abroad or being a parent and though I did not originally perceive these experiences to fit under the title 'educational experience,' it was found the ELE had a profound impact on the members of this study. The ELE were educative to them not only in what they learned about their personal lives, but also because the experiences were powerful shaping agents in regards to their teacher selves. When I had originally created the educational experience clusters,

the three domains, educational memory, teacher preparation program and experiences of the first year/s, were selected because they appeared to fit the traditional trajectory of the classroom teacher—graduate from high school, earn a degree in education and begin teaching. However, this work demonstrated that teachers have impacting experiences outside the traditional trajectory of becoming a teacher. Three of the four participants were educated through experiences different from the traditional trajectory of the classroom teacher and the education they received from these educative life experiences was evident in their teaching selves and in turn their classroom practices. Jaycee's ELE included graduate work in a Master's program as well as two PhD programs. Phillip was an accountant in both the public and private sector and Sophie spent a few years living abroad working as an administrative assistant for a temp agency. Educative life experiences influenced the teaching selves of these participants.

Two themes developed when addressing the participants' educative life experiences cluster. First, educative life experiences contributed to shaping the demeanor of the teacher self. Demeanor is considered to be the behavior, manner or appearance and the educative life experiences of the participants contributed to traits of confidence, professionalism and openness in their teacher selves. Before addressing the second finding, it is important to reiterate I believe the teacher self exists in all of us from the time we are young. We are apt to help teach a friend to play a new card came or teach our younger siblings to write in cursive; however, not everyone chooses to highlight their teacher self and become a classroom teacher. In this study, three of the four participants had made career choices that did not initially emphasize their teacher selves. In relation

to this, the second finding is that professional educative life experiences caused the participants to become aware of their desire/need/want to be a teacher and helped to establish their teaching selves.

Educative life experiences contributed to the demeanor of the teacher self

Educative life experiences (ELE) contributed to the demeanor of the teacher self in the manner of confidence, professionalism and openness. All three participants demonstrated confidence and professionalism and openness in the classroom. It may be assumed these traits in their demeanor occurred because of their educative life experiences outside the traditional trajectory of a teacher. This was a consistent finding to Resta, Huling and Rainwater's (2001) article, which states second career teachers bring various strengths to teaching such as maturity, life experience and good work habits as well as assertiveness and determination. The informants had worked in other venues and had experiences working for and with others before they entered the classroom. They had a sense of the 'real world' before they entered into their classroom and created new relationships with colleagues, students and administration. This understanding of the real world contributed to the demeanor of the teacher self in confident, professional and accepting ways.

Jaycee, Phillip and Sophie all had a confident demeanor about their teacher selves because of their educative life experiences. Jaycee very aptly demonstrated a confident demeanor in her self-assured and demanding nature in the classroom. Along with the impact of her mother and some of her female teachers in grade school and high school, the confident demeanor of Jaycee's teacher self can be connected to her many years of

graduate school. It was during this time that she gained a wealth of knowledge through her course work and her work as a graduate assistant, which she mentioned helped her teaching self to become more confident. She stated, "I think the fact that I have taught college and taught rooms full of 100 people- big, huge lecture halls- I am not scared of 25 fifteen or sixteen year olds…" (Participant interview, Dec. 2, 2005). In an interview, Sophie also touched on the maturity and confidence of her teaching self. During her PDAS evaluation, her administrators were debating as to whether it was her first or second year of teaching. They believed it was her second because of the poise she showed in the classroom and when they asked Sophie why they would find her to be so confident in the classroom, she replied,

> …it was definitely my experience of living and working in Europe. I have other life experiences besides college. I have held different jobs. I have lived in different cities. I have lived in a different country. I speak a foreign language. Those things make a big difference. You are more mature and confident than your average 23-year-old right out of college (Participant interview, May 4, 2005).

Sophie and Jaycee could both see how their ELE had shaped the demeanor of their teaching selves to be confident in the classroom.

Jaycee's confident teacher self was also evident in her classroom practices by the demands that she had for her students. She remarked, "…I am an anomaly in your research because I am so educated and…my perspective on teaching is from much more academically orientated atmosphere than what most people around here are used to" (Participant interview, Dec. 2, 2005). Her academically orientated background led her

teaching self to be more demanding of her students and their abilities. For example, Jaycee once talked about how she wrote very difficult tests.

> What I brought from college is my content knowledge and test writing ability. I still write very, very hard tests. Most of my kids fail my tests, but I do it on purpose. …they tell me all the time, Miss, your tests are very, very hard and I say, I know. I do it on purpose because I really want to challenge you (Participant interview, Apr. 26, 2005).

Another example of Jaycee's academic background shaping her teacher self to be demanding was evident in the notebook regimen implemented in her classroom. Every student was required to keep a notebook in which they wrote down the daily objectives, agendas, warm-up, and notes and retained any handouts given to them. Jaycee had periodic notebook checks throughout the semester and during these checks, her directness, authority and expectations are evident through communication such as, "You don't have it, it's a zero."; "It's in my syllabus. I explained it at the beginning of the year."; "Get a notebook ladies and gentleman- I require a notebook for this class."; "It just takes organizational skills; that is what I am trying to teach you guys." As the students brought forth their notebooks, she skimmed through them and gave them a grade based on what she saw. I found it interesting she did not use a rubric, but she commented she knows what she is looking for. Jaycee has a strong and demanding classroom presence because her teaching self displays a demeanor of confidence.

Phillip added another dimension to the data analysis when he discussed how his educational life experiences contributed to the confident demeanor of his teaching self.

He felt his prior work experiences helped to clarify what he wanted to do with his life. After working in the accounting field, he realized there was something more beneficial for him. So, in the times of discontent in the classroom, he looked to his past memories of his accounting to give him the confidence and perseverance to push through the difficult times.

> I certainly learned a lot about what wasn't satisfying and I think that carries me a long way in this job with perseverance because it's tough… It takes a lot of energy, lots of hours outside the classroom. It takes a certain kind of perspective to hang in there. I think that I will be able to hang in there and I think it is because of [my prior accounting experience]. I think being a little bit older helps with the first year too. I think that if I would have jumped into it at 25, I don't know if I would be doing it today (Participant interview, May 12, 2005).

He viewed his teaching self as having more perseverance than the normal neophyte because he realized what was and was not satisfying by working as an accountant. His teaching self understood even when teaching was tough, it was worth the struggle because overall, it was a more rewarding profession. No matter the educational life experiences, the participants' demeanor of their teacher selves displayed a sense of confidence.

Educative life experiences also led to a sense of professionalism in the demeanor of the participants' teaching selves. Of course, it is hoped all teachers, regardless of former professions, will demonstrate a sense of professionalism in their classes, but these participants had ELE that surrounded them with professionals in a context different than

the professionals in the high school setting. These experiences added a different set of pressures and added a layer of understanding regarding how one interacts with other—with a boss or with a colleague or in a collaborative setting. These experiences, which led to a sense of professionalism, were a form of socialization similar yet different to the school setting. For example, Sophie stated, in regards to her position as an administrative assistant for an overseas company, "I already know how to handle myself in a professional situation. It is not like I am fresh off the hay wagon" (Participant interview, May 5, 2005). Sophie took pride in her timeliness and efforts to help students link the classroom to the real world. Her experiences in leaving her 'artsy' self behind, which included nose ring and foul-mouthed language, were not only examples of how she had taken professional steps in her own career, but she also used these examples to demonstrate the professional expectations of the real world and the reality that in order to be successful, you must, at times, conform to these demands. Phillip also emulated a professional demeanor in his teacher self because of his prior work experiences as an accountant. Phillip believed his teacher self had been shaped by his accountant qualities of "discreteness, professionalism, [and being] reserved and strait-laced" (Participant interview, May 12, 2005). Phillip's work as a professional was a significant part of his teaching self and his classroom practices and it was evident from his clothes to his conversation. From the pressed pants and the tucked-in button-down shirts to the stringent white classroom environment, there was still a great deal of 'accountant Phillip' in his classroom. He either had his hands crossed in front of him or his hands were tucked away in his pockets. His face was almost always earnest and the tone of his voice was

very monotone throughout his lessons. When interaction with a student occurred, whether from a question or a comment, Phillip would approach his or her desk and ever so slightly lean over to have a discussion with the student. If the conversation was more serious, Phillip would squat down, but not break the perimeter of the student's personal bubble. Phillip's prior educative life experiences contributed to his accountant self and it is evident these influences were carried over to his teacher self in regards to the professionalism Phillip displayed in the classroom.

Educative life experiences also led to an accepting demeanor in the teachers' selves. As the participants experienced opportunities outside of the traditional trajectory of the teacher, they were exposed to different people and different ways of thinking that were not always common in the typical classroom. Sophie was the strongest example of how her ELE helped to shape the demeanor of her teacher self in open and accepting ways. Sophie spent a few years working as an administrative assistant through a temp agency in Belgium. When talking with Sophie about how this educative life experience abroad shaped her teaching self, she addressed how it opened her mind and made her more accepting. She commented, "I think that anyone who travels outside their little cocoon—it is an eye-opener, a mind opener" (Participant interview, June 23, 2005). Sophie developed an attitude of openness towards diversity and difference and when asked how these experiences shaped her teacher self and in turn her classroom practices, she remarked,

> The world is a bigger place to me and when I hear students talk about – oh the French are weird, I always find myself correcting them. No, it is not weird; it is

> different. I try to put things in perspective for the students and I think that someone who hasn't experienced it- how can they- they can't do that because they don't have an idea themselves about what the world is really all about. I mean like- our way is not the way- people do things differently and it is okay. We don't have to ridicule and criticize and put them down and say they are bad because they do things differently. I think that is so important for kids to have a role model that shows them that. I think a lot of the violence today is because kids think that if you don't do it my way, you are wrong and I don't like it and I am going to get you for it. I think my experiences overseas have taught me a lot about different cultures that I can share with them (Participant interview, June 23, 2005).

French was Sophie's favorite course to teach because of her experiences overseas. She prided herself on her openness and acceptance of all students and she strived to be an example for her students when they perceived a different culture to be 'weird' or 'strange'. Sophie commented, "…when I hear them make comments about other cultures or other races and they say, 'that's weird', I correct them—no, that is different" (Participant interview, June 23, 2005). Her ELE of living abroad helped shape the demeanor of her teacher self to be receptive and tolerant of diversity in the classroom.

The ELE of all the participants allowed them a different perspective of the world than the traditional teacher who completes college and enters directly into the classroom. These ELE contributed to the demeanor of the teacher self in terms of confidence, professionalism and acceptance. As there is a growing need for more teachers, second career teachers are potential and needed candidates (Resta, et al., 2001). This study

suggests prior work experience can lead to the desired traits needed in classroom teachers. The informants demonstrated how their prior work selves contributed to the demeanor of their teaching self and in turn their classroom practices. Though second career teachers may be more headstrong than administration would prefer because of their prior work experience (Resta, et al., (2001), the educative life experiences of the teacher will bring new insight and vantage points into the classroom.

Professional educative life experiences

Professional educative life experiences caused the participants to be aware of their desire/need/want to be a teacher and helped to establish their teaching selves. As stated previously, I believe the teacher self may be a part of all of us. This happens, not only because we are exposed to teachers throughout our lives, referring to Lortie's (1975) apprenticeship-of-observation theory, but also because we grow up taking on roles of the teacher. Whether it is teaching a younger brother or sister how to throw a ball or helping assist a friend how to tie his/her shoe or instructing children how to canoe as a camp counselor, there is a teacher self in each of us that has a natural instinct to assist and instruct and share the knowledge and insight we have. However, not everyone continues on a path that highlights the teacher self. There are those who pursue their teaching selves and become teachers and then there are those who discover their purpose in another field. Today, a great many people are deciding to become teachers and focus on their teaching selves after pursuing an initial career. Their entrée into the field of education can occur for many reasons, such as perceived personal benefits, altruism, desire to make contributions to the school system, corporate values or social structures (Chambers, 2002;

Freidus & Krasnow, 1991). Through this research, I found three of the study participants had professional educative life experiences that led them to covet the role of teacher.

Sophie and Phillip discussed how their professional educative life experiences prompted an awareness of their desire/need/want to be a teacher. Sophie, who was an administrative assistant, and Phillip, who worked as an accountant, both acknowledged a need to find a more fulfilling career. Sophie shared in her interview, "…I was making money doing the secretarial work, but it wasn't satisfying. I was trying to think what could I do that I would enjoy and would be worthwhile and actually earn a living" (Participant interview, Feb. 25, 2005). Phillip echoed Sophie's thoughts about job satisfaction, "I kind of really stuck with the accounting and focused on the family and things like raising a family, financial stability, home ownership and all those types of things. It was only recently that I felt I could ask myself those types of questions like 'Am I really happy with what I am doing?'" (Participant interview, Oct. 14, 2005). In wanting a profession that was more rewarding and enjoyable, both Sophie and Phillip became aware of their teaching selves because they saw teaching as an outlet that would bring them job satisfaction. Sophie did not think she would be a teacher because of the experiences her parents shared with her at the dinner table while she was growing up, but her dissatisfaction with her job led her to believe teaching would be fulfilling because she would not only be teaching her passions of art and French, but she would also have a job where she would make a respectable living. Phillip had always contemplated becoming a teacher, but he believed he had succumbed to peer pressure and taken an alternate route in the working world. He elaborated: "It [teaching] was actually something that I had

toyed with doing since high school…it has always been something that I have found would be a good fit for me and it was always kind of intriguing to me. I think I've let social, parental and paternal influences kind of stave that off" (Participant interview, Oct. 14, 2005). Through their educative life experiences as an administrative assistant and an accountant, Sophie and Phillip gained an awareness of their desire/need/want to be a teacher.

This theme, that professional educative life experiences caused the participants to be aware of the desire/need/want to be a teacher, is consistent with the research. Crow, Levine and Nager as cited in Chambers (2002) assert second career teachers can be categorized into three groups: "homecomers, who see teaching as a return to a career they had always hope to enter; converted, who consider teaching for the first time as a 'pivotal event or confluence of factors [that] cause[s] them to reconsider their professional plans'; and unconverted, who have 'achieved high status in other occupations' but quickly become 'disenchanted with a teaching career'" (p. 212). It appeared Phillip could be considered a homecomer because at one time, he had the desire to highlight his teacher self, but because of outside influences, he chose the accounting path instead. Sophie appeared to fall in the converted category because she did not want to pursue her teacher self based on her parents' experiences, but once she worked as an administrative assistant, she found she needed more meaningful work in her life. Jaycee, I believe, was a cross between the homecomer and the unconverted. During the interviews, Jaycee shared she had always wanted to teach at the college level. However, when she became disillusioned by her work at the doctoral level, she realized teaching at the high school

level would be beneficial to her both personally and financially. There were various reasons why the participants chose to enter the field of education, but what is most relevant to this study is these experiences not only made the participants aware of their desire/need/want to be a teacher, but they also shaped the teaching self. The ELE contributed to the demeanor of the teacher self in the manner of confidence, professionalism and acceptance.

The educational life experiences of the participants assisted in establishing the informants' teaching selves. The ELE afforded the participants the opportunity to understand their personal needs for job satisfaction. Phillip, Sophie and Jaycee explored other selves and came to the conclusion there was a stronger need to focus on the teacher self. Though I did not investigate this topic in detail, I believe their prior work experiences contributed to the visions of themselves as teachers. The participants had a strong faith in their decision to be a teacher. The experiences they had helped them to see themselves in a different light and assisted in the demeanor of their teaching selves. Their experiences led to confidence, professionalism and acceptance, traits that not all new teachers have in the demeanor of their teaching selves because of lack of educative life experiences.

Based on their educational life experiences, the informants of this study had a different vision of their teacher selves than a beginning teacher who takes the conventional path of becoming an educator. According to Chambers (2002), second career teachers can bring with them ideas and attitudes that can be innovative as well as challenging. For example, in our final interview, Phillip talked of his plans to make

improvements to testing tools in the classroom in regards to his experiences with information processing. He stated:

> …I have some ideas for automating some objective forms of testing that I am going to work on this summer and that came from [my accounting experiences]…obviously if it works, I will share it with the other member of the department. It would be kind of a web-based thing. I would replace the scantron [and it would] be more powerful than the scantron (Participant interview, May 12, 2005).

This innovative idea related to his experiences as an accountant and Phillip's past experiences with efficiency and numbers was becoming evident in his teacher self. This was another example of Phillip's professionalism carrying over to shape the demeanor of his teaching self. All three informants brought unique experience with them to the classroom. Their educational life experiences had a part in leading them to the classroom as well as influencing the demeanor of their teaching selves in regards to confidence, professionalism and acceptance.

Throughout various discussions in this research, it was discovered that educative life experiences were an integral part in shaping the teaching self. Two themes arose when addressing ELE. First, educative life experiences contributed to shaping the demeanor of the teacher self and second, professional educative life experiences caused the participants to become aware of their desire/need/want to be a teacher and helped to establish their teaching selves.

Summary

This chapter described the themes developed throughout analysis of the four educational experience clusters that shape the teaching self. First, I described two themes of the educational memory: the influence of former teachers and the teacher family. Secondly, I addressed the themes of the teacher preparation program, which focused on the influence of content over pedagogy and the strong impact student teaching had on the teaching self. Next, I touched on the themes that arose when dealing with the experiences of the first year/s, which included the influence of students, the dynamics of administrators' communication and the influence of high stakes standardized testing. Finally, I described the themes of the educative life experiences, which concentrated on the role of educative life experiences in shaping the demeanor of the teaching self and the desire/need/want to be a teacher. Chapter five will address the findings of this study.

Chapter Five

Findings

Study Overview

As America's student population continues to grow, the need for effective teachers increases proportionately. In the majority of cases, there is strong evidence teacher effectiveness improves sharply after a teacher's first few years (Kain & Singleton, 1996). Unfortunately, between one-third and one-half of new teachers will leave the profession in the first five years (National Education Association, 2003; Darling-Hammond, 2003) due to the array of challenges and difficulties they encounter in their classroom; therefore, students are often exposed to a cycle of beginning teachers that do not have the practice and understanding of a veteran teacher. It is important more effort be placed on retaining neophytes so they may gain the experience and insight needed to become successful classroom teachers.

Many strategies, such as orientation programs, induction/mentor programs and professional development, focus on assisting neophyte teachers through their beginning years. These endeavors contribute to new teacher retention by typically addressing the key challenges of the first years, which include the 'survival guide' topics, such as classroom management, stress reduction, lesson planning and many others. However, there is one key topic missing from the list of many help efforts for new teachers and this is teacher self— attention directed towards the 'person' in the classroom as well as the 'teacher' in the classroom. More research needs to be conducted and action taken based on the novice teacher's personal growth and development as an educator (Allender, 2001;

Britzman, 2003; Borich, 1999; Danielewicz, 2001; Dollase, 1992; Featherstone, Munby, & Russell, 1997; Schempp, et al., 1999; Tickle, 1999).

The purpose of this qualitative case study focused on the teacher self—a personal side of teaching that is rare in the research of novice secondary teachers. More specifically, this study attempted to answer the question, *how is the teacher self shaped through educational experiences?* As discussed in chapter four, this was accomplished by examining each participant's educational memory, teacher preparation program, experiences of the first year/s and educative life experiences. A second question posed throughout this research project was *how is teacher self manifested in classroom practice?* This was accomplished through classroom observations that described the ways in which the teacher self was revealed in decisions, practices and understandings of teaching and learning. The knowledge gained from this study will enhance the fields of teacher preparation, teacher induction and teacher research.

Themes of Study

Through the use of interviews, observations and collection of classroom artifacts, this study focused specifically on the educational experiences that influence the teacher's self throughout his or her lifetime. Based on the works of Britzman (2003), Danielewicz (2001), Schempp, et al. (1999) and information gained through this research study, a beginning teacher's 'educational lifetime' can be organized into three educational experience clusters. These include: 1) the educational memory, which consists of the K-12 years in school; 2) the teacher preparation program; and 3) the first year/s of teaching, which consist of years one through three for this study. A fourth section, termed

educative life experiences (ELE), emerged from the data analysis. The ELE were experiences that existed outside the traditional trajectory of becoming a teacher and included educational experiences such as graduate schooling, a first career in a different professional field, living abroad or being a parent. All of these experiences shaped or continued to shape the teaching self of the beginning teacher and in turn their classroom practices.

Within each educational experience cluster, themes arose regarding the development of teacher self. First, when addressing the educational memory, it became evident former teachers and teacher families influenced the shaping of the teaching self. Former teachers influenced underlying attributes of the teachers' selves. These included but were not limited to personal attributes, such as passion and self assurance, and classroom environment, which included rapport, instruction and classroom aesthetics. These influences from former teachers were evident in the neophytes' teaching selves and classroom practices. Another prominent force from the educational memory was the teacher family. Three of the four participants came from teacher families and had a degree of privilege granted to their teaching selves in regards to the classroom. Mothers who were teachers appeared to be the strongest shaping agent and gave insight that was both productive and counterproductive in preparing the teaching selves for the first year/s of teaching. The neophytes were allowed access to the rewards, difficulties, challenges and processes of the classroom through their teacher families and this privileged information helped to shape the teacher self in regards to expectations of the classroom.

Secondly, when conversing about the teacher preparation program and its role in shaping the teacher self, the study participants found student teaching to be the most noteworthy experience of the teacher preparation program. The interaction with the students and the mentorship (or failure of mentorship) from the cooperating teacher were strong factors in affecting the teaching self for the future classroom. Another theme that emerged in this educational experience cluster was the way in which educational/instructional theory was devalued or misunderstood in the role of shaping the teacher self. All of the participants dismissed the educational courses in their teacher preparation program because they viewed the theory as inapplicable to their future teacher self and classroom.

Third, the experiences of the first year/s shaped the teacher self in three ways. First, interactions with students during the first year/s caused the participants' teaching selves to gain a sense of awareness about themselves as classroom leaders. The experiences with the students caused these participants' teaching selves to become aware of the diverse and varied lives these students lived every day and this attentiveness led to an awareness of their roles as classroom leaders. For two participants in particular, the interactions with students led them to be aware of the privilege they brought with them to the classroom. Phillip and Kerstin gained awareness over the course of the year that not all students came from the same 'white picket fence' they did. Due to their upbringing, these participants had preconceived notions about their students, and race and class did not necessarily figure into those notions. Therefore, they had the same expectations for the students as they had for themselves when they were high school students—work hard,

play fair, don't complain. These expectations had to be modified when their teaching selves began to understand the kind of students they encountered in their first classroom. Secondly, dynamics of administrations' communication led the teacher self to be disappointed in their school leaders. On one hand, Kerstin and Sophie frequently discussed the absence of communication from their administration in that they never heard from their administration except during their PDAS evaluations or when they had a discipline problem with a student. On the other hand, Jaycee and Phillip found the dynamics of their administration communication to be mainly focused on bureaucratic functions rather than foundational issues of instruction. The third theme arose when addressing the experiences of the first year/s focused on high stakes standardized testing. The pressures of high stakes standardized testing stifled the teaching selves because these pressures contradicted with the informants' understanding of autonomy in the classroom. The teachers were asked to use scripted curriculum, not stray from original curriculum and focus on TAKS preparation materials and set aside creativity for the sake of rote memorization.

Fourth and finally, educative life experiences (ELE) shaped the teaching selves. Three of the four study participants had experiences outside of the traditional trajectory of the classroom teacher and these experiences were shaping agents for the present day teaching self. Jaycee, Phillip and Sophie chose different professional careers before they began their second career as teachers. The influence of ELE was first evident on the teaching selves by the ways in which it contributed to the demeanor of the teaching self in the manner of confidence, professionalism and openness. The participants each had

experiences of a different caliber than the average beginning teacher who proceeds straight from high school to the teacher preparation program and continues into the classroom. They gained a certain confidence with the responsibilities and challenges they faced as well as gained a sense of professionalism from working with team members and under the guidance of a supervisor. The participants' teacher selves, especially Sophie's, also became more accepting and open to the people surrounding them due to a range of interactions with colleagues and clients in their first profession. Secondly, professional ELE caused the participants to become aware of their desire/need/want to be a teacher and helped to establish their teaching selves. Each of the participants found their ELE led them to teaching. The former selves were not satisfied with the work they were doing and this led them to the field of education. Whether they had disregarded teaching at the onset of their career or came to believe teaching would be a more rewarding career, the experience of their ELE highlighted the teacher self and led them to the classroom.

The themes embedded into each of the four educational experience clusters led to a better understanding of how the teacher self was shaped throughout a teacher's lifetime. The next section of this chapter describes the findings related to these themes.

Dissonance

In the literature, there are multiple references to the ways in which teachers' pasts weigh in on the beliefs and ideals they bring with them to the classroom. (Allender, 2001; Britzman, 2003; Borich, 1999; Danielewicz, 2001; Dollase, 1992; Featherstone, et al., 1997; Schempp, et al., 1999; Tickle, 1999). As Featherstone, et al. (1997) states, the past is one of the weapons with which teachers are armed as they first begin teaching. In this

research study, the educational memory, teacher preparation program and educative life experiences constitute Featherstone, et al.'s (1997) *weapon*. First, in discussing the educational memory, the teachers began to perceive what a teacher was, what a teacher did and how a teacher behaved. Based on their experiences as students, a mind-set was created of what represented a fun teacher, a boring teacher, a lazy teacher, a crazy teacher, or an amazing teacher. Secondly, though it is not often addressed as part of the beginning teacher's *weapon*, the teacher preparation program also augmented the teacher self. This time allowed the study participants to interact with students as they took on their first role as 'teacher' and through these experiences, the beliefs and understandings of a 'teacher' were influenced. Finally, educative life experiences also played a role in creating the teacher self of the neophyte teacher. The ELE may not necessarily contribute to the beliefs and perceptions of what a teacher is, but rather these experiences contributed to the way the participants understood their own teacher selves.

Despite the preparation and understanding the participants encountered through their educational memories, teacher preparation programs and educative life experiences, the reality of the classroom was sometimes quite different from the expectations. The experiences of the first year/s collided with the neophytes' teacher selves. In living out the experiences of the first year/s, the participants' teacher selves were forced to question and analyze the reality of the classroom based on the prior knowledge they had gained from past educational experiences. Through this research, it was clear the participants experienced dissonance between what their teaching selves understood life to be like as a teacher opposed to the reality of their first year/s. The participants often encountered

realities inconsistent with the perceptions of their teaching selves. Dissonance created an unexamined space for young teachers—an unresolved conflict between the teacher self and the day-to-day realities of being a teacher.

The disparities in the different versions of realities caused for an overall dissonance in the participants' teaching selves. The dissonance was evident in four ways. First, one of the greatest misconceptions of the teaching self was the perception of the students. The majority of the study participants believed their students would be as they were during high school; however, all of them realized this was not going to be the case. This paradox aroused an awareness of privilege in the lives of the participants. Second, there appeared to be a disconnect relating to the influence educational/instructional theory had in shaping the teacher self. All participants disregarded the importance of their education courses and claimed information gained in these courses was a minimal part of their teacher selves and in turn their classroom practice. Through interviews and observations, however, the educational/instructional theory could be seen in the classroom. It appeared there was a gap between the participants' value and understanding of the role education courses and their substance played in influencing their teaching selves and the actual presence of education course concepts and theories in teacher self and consequently classroom practice. Third, based on past educational experiences, the participants perceived the teacher self as autonomous in the classroom; however, the participants experienced a gap in reality when they began to feel the impact of external forces, mainly high stakes standardized testing. These external forces collided with the teaching selves' vision of themselves as self-reliant and as independent decision makers

in the classroom. Finally, in addressing the second research question, *how is the teacher self manifested in classroom practice?*, another area of dissonance resonated. Throughout the research, the participants were asked to describe how their teaching selves were manifested in classroom practices. Though not frequently, there were times when the participants believed their teaching selves were manifested in their classroom practices, but during observations, these claims were not confirmed. There was a dissonance that occurred because the teachers had an understanding of how they believed their teaching selves were a part of the classroom and sometimes they were not evident.

Students: Understanding versus reality

Jenkins (1996) discusses the generalized other as the organized community or social group to which the individual "belongs and against which she is poised and defined" (p. 42). In regards to educational contexts, students are a part of the beginning teachers' generalized other and can either validate or challenge the understandings of the teaching selves. In the case of these informants, their teachings selves were contested when interacting with their students. Based on the participants' former experiences from their educational memory and teacher preparation program, the members of this study believed their students would be similar to the way they were in high school. Even though this research study found the interaction of students during student teaching to be an influential factor in shaping the teaching self, this was not enough to prepare them for the reality of the first classroom. A distance existed between the teaching selves' visions of their students and the actual students they encountered in their early teaching career. The participants entered into their first classroom envisioning students with high internal

motivation, respect for teachers, educational focus and desire to succeed. Though many students fit their anticipated mold, the majority of the students the participants were working with were contrary to their deeply embedded vision. It is important to remember the teacher self is in constant negotiation of internal self-definitions and external definitions from others (Jenkins, 1996). The ways by which students (external definition) were challenging the informants' internal self-definition of their teachings selves resulted in an awareness that students were dealing with many more challenges and frustrations than the participants had in their younger days. Their students felt pressures of drugs, alcohol, gangs, teen pregnancy, and emotional and learning disorders that were then reflected in the students' behaviors and attitudes. The participants addressed this dissonance in their teaching selves. For example,

> …we really had a kind of internal motivation to perform for the most part and I just don't see enough of that here. My visions were more in line with my private school experience. I envisioned more stability in the students. I didn't anticipate so many things that would inhibit teaching (Phillip, Participant interview, Dec. 3, 2004).

Sophie offers yet another example of how students behaved differently than she had expected.

> I envisioned the students exactly like my fellow classmates were in high school and boy was I wrong. They have changed. I envisioned students sitting at their desk and doing their work. I envisioned them listening to the teacher and being respectful and occasionally getting a little rowdy, but when the teacher got angry,

> they would calm down. They wouldn't talk back or make faces or cuss or throw things and boy, have I learned my lesson. That has been one of the main challenges for me this year—getting used to a new generation of teenagers. (Sophie, Participant interview, Mar. 31, 2005).

Finally, Kerstin summarizes the young teachers' disbelief in this dissonance.

> I thought they would be the perfect little student. I honestly thought that I would have kids that wanted to do their work, wanted to turn it in… I always just assumed that all the kids had the same desire to want to do well and it was a real shock when I got to school. (Kerstin, Participant interview, Mar. 24, 2005).

This dissonance from the generalized other (student) resulted in a negotiation of the teacher selves where the participants became aware of the differences between the image entrenched in teacher self and a reality encountered by teacher self.

Additional analysis of this finding utilizes Kerstin's experiences in her classroom. Based on her educational memory and her experiences in the teacher preparation program, Kerstin demonstrated an awareness that this dissonance was caused by her experiences of race and class. As mentioned in chapter four, Kerstin's first year of teaching slowly led her to discover her students did not come from the same 'white picket fence' as she did. The dissonance Kerstin was encountering allowed her to recognize the difference between her own experiences and those of her students. That difference revealed an important degree of privilege. Although Kerstin did not label her reflections as 'privilege', she led me to see each of the white, middle class informants was experiencing the same thing. The dissonance the participants felt while interacting with

the generalized other of students resulted in conciliation that teacher self was a construct of privilege.

The awareness of privilege in the teaching self can impact the students, classroom practices and ultimately the beginning teacher. As Cochran-Smith (1995) states,

> There is increasing evidence, for example, that teachers are most able to understand, set appropriate expectations, and provide strategic support for students who are like themselves in culture, race and ethnicity (Hilliard, 1974; McDiarmid, 1990), that is difficult for teachers to avoid misunderstanding and effectively teach "other people's children" (Delpit, 1988; Kozol, 1991) (542).

The participants discussed how their teaching selves were required to modify their classroom practices in order to meet the diverse needs of their students. In turn, they often found themselves confronting their own lack of understanding and frustration. Unfortunately for Phillip, the dissonance his teacher self was experiencing due to the disparities between the type of student he was envisioning and the reality of his classroom caused him to begin to look for alternative employment in the private school context. He commented:

> I think in some ways, it [private school setting] may be a better fit for me. It is more what I am used to. The gangs and stuff wouldn't be there—not as much of the things that I am not good at dealing with. You know some teen pregnancy issues, probation, things like that. I don't look down on [this school]; I am just being honest with where I think that I would be a better fit. I am definitely in the minority with all the other teachers around. They think that private school is a

> homogenized, elitist type of thing. I always kind of use my own kids for a benchmark of well, where do I stand on this? Where would I want my kids to go and you know quite honestly, if diversity means the things I see here, I'd rather go the other way (Phillip, Participant interview, Feb. 24, 2005).

Phillip demonstrated how the dissonance between the expectations of the teacher self and the reality of the first year/s caused frustration and difficulty when dealing with students who were unlike the teacher. The informants' teaching selves could not always make sense of the reality presented to them from their students. At times to the detriment of their students, the educational memory and the teacher preparation program wrought a mind-set that was not always consistent with their experiences of the first year/s.

As the majority of classroom teachers are European American from the middle class and they are teaching students unlike themselves (Delpit, 1997; Gay & Howard, 2000), it can be assumed privilege is a part of many beginning teachers' selves. With the ever-changing population of our students, this often times places teachers in front of students who are not a reflection of themselves, but rather of varying races, backgrounds and social classes. Many teachers, myself included, have come from life experiences that have afforded us many opportunities; and oftentimes, the students we work with are not necessarily in the same position as we were growing up. Scholars, such as Sleeter (2001), Gay & Howard (2000) and Delpit (1997), have long argued the idea of privilege must be addressed in teacher preparation programs and also beginning teacher mentor and induction programs. The findings of this study would suggest an urgency of assisting beginning teachers to understand how their privilege has influenced their teaching self.

Before delving into further analysis, I want to emphasize I am also white and a member of the middle class. I too attended a school where my friends and I came from the houses with the 'white picket fences' and we were given the opportunities to attend college and pursue our goals. So my understandings and analysis of this finding are not just about examining my participants' comments and observable behaviors, but they are also a synthesis of my own teacher self's thoughts, feelings and actions. It is also important to concede my initial considerations of race and class are not an in-depth, critical analysis, but purely an initial examination of this complex notion and how it creates dissonance within this case study's informants.

As some of the participants in this study demonstrated, the generalized others in their lives shaped and validated their teaching selves.

> If the given human individual is to develop a self in the fullest sense, it is not sufficient for him merely to take the attitudes of other human individuals toward himself and toward one another within the human social process, and to bring that social process as a whole into his individual experience merely in these terms: he must also take…their attitudes toward their various phases or aspects of the common social activity or set of social undertakings in which, as members of an organized society or social group, they are all engaged (Mead, 1962, pp. 154-155).

The participants took on attitudes of the privileged generalized other that surrounded them, which included their (mainly white) families, friends and various others. These attitudes led to the beliefs and understandings of the students in their

classroom, which were contradicted when they first began teaching. To the participants in this study, their mainstream culture was blinding. The turmoil that emerges within teacher self calls for how understanding of past experiences and generalizations shape and affect teaching and learning.

> Unless European American teachers seriously analyze and change their cultural biases and ethnic prejudices (toward self and others) they are not likely to be very diligent and effective in helping students to do likewise. Part of this self-examination is unpacking their own ethnicity and understanding themselves as racial and cultural beings (Gay & Howard, 2000, p. 8).

Critical reflection remains an essential component in the development of teacher consciousness. I concur this is a powerful time in a young teacher's life and it is a time when they are accessible to professors and peers. However, the discussion should not cease because the teachers complete a teacher certification program. In unison with Sleeter (2001), I believe this type of research/discussion in teacher education "needs to follow graduates into the classroom, and our work needs to extend beyond preservice education… (p.102). Even if our beginning teachers take part in strong multicultural education programs during their college years, it may not be enough. According to Burstein and Cabello's study on practicing teachers, as cited in Sleeter (2001), "although students' thinking over two years shifted away from a deficiency orientation and they gained some strategies from motivating, teaching, and building on children's first languages, most students still struggled with deep cultural differences and belief systems about schooling" (100-101). During the first year/s, the teacher self is in a constant state

of negotiation, and even though new teachers may have had adequate training throughout their teacher preparation program and they perceive their teacher self as prepared for the diversity in their classroom, they enter the classroom and confront experiences that challenge the beliefs of their teaching selves.

Becoming reflective practitioners would also imply teachers develop a greater critical consciousness (Gay & Howard, 2000)—a realization of issues regarding race, class, gender and other ways of knowing. By focusing on the teacher self, one can begin to uncover the experiences and generalized others that have shaped the cultural consciousness and therefore guide the responses and understanding of the beginning teacher's self. It is also important to pay attention to a new teacher's development of a critical consciousness relative to the school they are teaching in. In a preservice context, there is no way to prepare them fully for the *exact* kind of environment they will be teaching in. Neophytes can be given assistance about topics such as classroom management and parental communication, and also more focus on the development of the more fundamental and influential teaching self. Programs might allow a space for teachers to discuss and reflect on their past/present educational experiences and how they are affecting them as teachers.

Providing a safe space for teachers to be honest with themselves and each other about how their whiteness can be detrimental to their teaching selves and, most especially, to their students, becomes essential to young teachers. In particular, this finding would recommend beginning teachers have access to professionals in the field of multicultural education to dialogue about how whiteness and white privilege can and

does harm students of color and lower socio-economic status. This discussion is one that can be a part of the beginning years, not a one-time luncheon seminar held during the first semester. “Cultural and ethnic self-analysis and self-reflections are important skills for all teachers to develop” (Gay & Howard 2000, p. 9) because, as Walsh (1988) suggested, “Thinking critically is the antithesis of prejudicial thinking,” and “A critical thinker strives for as accurate a worldview as possible to make informed judgments” (p. 280). This discussion and self-study could be a constant in the lives of new teachers through their first years. They need to focus and be aware of their teaching selves’ past and present beliefs and actions, especially those affecting their students.

Instructional/educational theory: Understanding versus reality

All study participants felt educational/instructional theory from their education courses played a miniscule role in shaping their teaching selves. Through analysis of this data, it appeared the participants devalued or misunderstood the influence of their educational courses due to past educational experiences in the educational memory and the teacher preparation program. Based on interviews and observations, educational/instructional theory was evident in their classroom practice, but the informants did not acknowledge the influence and/or presence of educational/instructional theory in their teaching selves and classroom practices. There was a disconnect between the informants’ perceptions of the miniscule to uncertain role educational/instructional theory had in shaping their teaching selves and the reality of its prominent and significant presence in their classroom practices.

In addressing the gap between instructional/educational theory and its connection to the teaching self, it is first important to address the imaginary dichotomy that exists between content and pedagogy. Graham and Thornley (2000) explain the common phenomenon, "student teachers invariably relate theory to the university setting and practice to the school setting" (p. 326). This familiar discourse perpetuates the well imbedded view that it is difficult to connect theory and practice. Theory is often times viewed as part of the "ivory tower" (Burbules, 1993, p. 17) of higher academia and content is habitually viewed as what is necessary for the practical classroom. The participants of this study indicated an understanding of this bifurcation between the university and public schools. They perceived their content to be a part of their teaching self, but did not view the educational/instructional theory also as an integral facet of their teaching self. This confirms the literature that states, beginning teachers realize members of the university have much to offer them, especially in 'theory and research' (Featherstone, et al., 1997). This theory and research is what pre-service teachers see as ideal and workable in their future classroom. However, the information novice teachers bring with them holds little significance compared to that of their seasoned peers (Schempp, et al., 1999). Veteran teachers believe their knowledge has been gained through practical experience and this belief can cause novice teachers to devalue their university experience. The participants' encounter with the reality of the classroom, both in interacting with veteran teachers and personal experiences, led to the devaluing of educational/instructional theory in shaping the teacher self.

Three data examples exemplify the informants' mutually exclusive view of theory and practice and its effects on teacher self. For example, Sophie appeared to devalue or disregard educational/instructional theory in shaping her teacher self when she stated, "I am sure I have taken some of the theory with me. I know I have, but it is not something in the forefront of my mind when I am standing up here. I think that it is subconscious, I really do. I don't think that I am very aware of anything in particular" (Participant interview, May 5, 2005). Sophie's unawareness was evident when she discussed how her French courses had influenced her teacher self in regards to teaching the language in a step-by-step process. The idea that this step-by-step process could be considered as scaffolding the knowledge for her students went unnoticed as educational/instructional theory. Another example included Jaycee's understanding or lack thereof of educational/instructional theory. Jaycee was asked to discuss how her education courses shaped her and she replied,

> …we read things like *The First Day of School* by Wong, which is a bible and stuff like that, but as far as something like that that I stick to constantly like content literacy strategies, methods for teaching, promoting student learning, motivation and student learning—theoretically, if they don't have any motivation, they are not going to do anything. But um, as far as hard-core theory that I follow- I can't think of any (Participant interview, Apr. 7, 2005).

Jaycee mentions educational/instructional theory in the form of content literacy strategies, methods for teaching, promoting student learning and motivation, but it appeared she was not aware these were examples of "hard-core theory." Finally, Kerstin

also demonstrated a lack of understanding when she explained her view on how educational theory influenced her teaching self. She viewed theory in more of a negative light because she saw it as 'mandated' or 'orders from on high'. She referenced *No Child Left Behind* and stated,

> So, the theory, they are great, but they are not going to happen in a lot of places. You can try to make it happen and it might work for some kids, but I never agreed with the theories and stuff that we learned because in my opinion, yeah, it is someone who hasn't been in the classroom for how many years telling me how to do this (Participant interview, May 4, 2005).

Kerstin did not reference educational theory as the guiding frameworks of her curriculular or pedagogical choices demonstrated in her educational courses, but rather regarded *No Child Left Behind* and all the underlying frameworks that guide this federal educational legislation as the factor that was indeed influencing her classroom decisions. When viewing theory from this frame, it becomes counterproductive and frustrating and therefore, Kerstin's teacher self devalued theory no matter the source. Through these examples, it is evident there was a devaluing of educational/instructional theory, whether it was because of a disregard for theory, a lack of understanding or a belief that theory is counterproductive. Consequently, the participants were not aware of how formal pedagogy from their teacher preparation program or first year/s of teaching was actually evident in their teacher self and classroom decisions.

There was additional evidence that revealed the informants' use of educational theories and concepts despite their viewpoints revealed during their interviews. During

observations, it was clear to see all of the informants were using educational/instructional theory. The classroom instruction they implemented, the methods of classroom management employed and the modifications they made for special needs students all stem from educational/instructional theory. Their teacher selves were influenced by ideas that may have started in the 'ivory tower,' but were applied either wholly or partially in the actual classroom with the proper understanding. Overall, through interviews and observation, educational/instructional theory was a part of the informants' teaching selves, but they were not aware of the connection between the theory and their classroom practice.

Burbules (1993) suggests the discourse surrounding theory and practice is erroneous when they are considered purely in this manner. He states such discussion can foster a perception of "two realms of activity when what they actually indicate is the gulf that exists between the two groups of people engaged in divergent (potentially related) endeavors" (p. 16). Furthermore, this discourse may prioritize the importance of one over the other (p. 17). The beginning teachers in this study were shaped by the dichotomy-inducing discourse during three of their educational experience clusters. First, during their educational memory, former teachers and teacher families contributed to this dialogue. Second, the discourse was perpetuated during teacher preparation programs via interactions with mentors and cooperating teachers. Finally, interactions with colleagues and administration during the first year/s also reinforced the dichotomy-inducing discourse.

First, during the educational memory, former teachers and teacher families contributed to the dichotomy-inducing discourse that contributed to the participants' lack of knowledge regarding the connection between the educational/instructional theory and their classroom practice. As one grows up witnessing classroom teachers, there is little attention paid to the intricacies teachers incorporate in order to present knowledge in a way students will be able to access and most importantly make sense of the information in regards to their life. As Lortie (1975) states,

> But it is likely that taking the role of the teacher is general among students whatever their occupational intentions. It may be that the widespread idea that "anyone can teach" (a notion built into society's historical reluctance to invest heavily in pedagogical research and instruction) originates from this; what child cannot, after all, do a reasonably accurate portrayal of a classroom teacher's actions? (p. 62).

Former teachers most probably do not discuss the educational/instructional theory or concepts they implemented in their classroom practices nor do they address the essential components and concepts of lesson planning involved in instruction. Likewise, as young students, we were not necessarily aware of these guiding frameworks in teaching; rather we viewed teachers as demonstrating their content knowledge during lessons. Consequently, there was a mindset created from the beginning of the educational memory that content knowledge was the greater part of classroom teaching. In addition, if a teacher is remembered for the charisma and ability to teach content, one may not

necessarily be aware of the exact reasons why and how this teacher was able to entwine pedagogical content knowledge (Shulman, 1987).

A rarely noted experience that also influenced the misunderstanding or devaluing of educational/instructional theory in regards to the teacher self stemmed from the participants' interactions with their teacher families. The family dialogue created a unique and constant conversation regarding teaching that was a significant idiosyncratic force in forming the teacher self. As described previously, the participants who came from teacher families had a certain insight into the classroom. The informants in this study vicariously lived the life of the teacher and saw glimpses of other teacher selves through their parents and/or family members. Teacher families may have emphasized the importance of subject matter, discipline, and parent communication, but not mentioned the theoretical concepts involved in their teaching, such as multiple intelligences, scaffolding or curricular alignment.

As in the case of Sophie and Jaycee, their nightly conversations with their parents at dinner gave them an unreliable understanding of the teaching profession. Growing up with family members as teachers appeared to lead to a false sense of assurance and a disregard for the importance of educational/instructional theory. The dichotomy-inducing discourse of former teachers and teacher families on the teacher self led the participants in this study to miss the connection and/or importance of pedagogy on their teacher self and in turn their classroom practices.

Secondly, experiences during the teacher preparation program also contributed to the discourse that perpetuated the misunderstanding and/or devaluing of

educational/instructional theory on the teacher self. The importance of theory is not always apparent for young teachers. When they complete their fieldwork and even student teaching, theory is a transparent part of the classroom they are observing or teaching in. Most often, mentors or cooperating teachers will not indicate they are tapping into a certain theoretical concept or idea. The ways of the classroom have become second nature for these veteran teachers and they may not even be aware of the tools they are implementing in the classroom. When the informants discussed the influence of their mentors and/or cooperating teachers, there was an absence of educational/instructional theory. In discussing their field work, comments such as "it was just about getting those hours done" (Phillip, Participant interview, Mar. 29, 2005) or "I learned what not to do" (Jaycee, Participant interview, Apr. 7, 2005) were the focus of this part of the teacher preparation program. There appeared to be a 'wallflower syndrome' that occurred during this time because the informants were sitting idly by as they watched the class take place. There was an absence of knowledge regarding the guiding frameworks of the classroom. The teacher conducted class and the participants may have assisted at times, but none of the informants appeared to gain an understanding of educational/instructional theory during this time. Pertaining to student teaching, Phillip was the only participant to mention any type of educational/instructional understanding gained from his cooperating teacher. He mentioned the organizational tools and the games that can be played with the students. This is a far cry from pedagogical content knowledge (Shulman, 1987) and the absence of this contributed to the dichotomy-inducing discourse that shaped the informants' teaching selves.

Finally, the discourse from colleagues during the first year/s also contributed to the misunderstanding and/or devaluing of educational/instructional theory in regards to its role in shaping the teaching self. Featherstone, et al. (1997) believes beginning teachers realize members of the university have much to offer them, especially in 'theory and research' and this theory and research is what pre-service teachers see as ideal and workable in their future classrooms. It is possible these informants did, at one time, see the significance of theory as a shaping agent of their teaching selves. However, the information novice teachers bring with them holds little significance compared to their seasoned peers (Schempp, et al., 1999). Veteran teachers believe their knowledge has been gained through practical experience and this belief can cause novice teachers to devalue their university experience. The beginning teachers were forced to negotiate their beliefs with the current beliefs of their experienced peers and oftentimes, the influence of these significant and salient others contributed to the misunderstanding and/or devaluing of the theory in shaping the teaching self.

The theory/practice dichotomy needs to be eliminated and beginning teachers need assistance in connecting theory and practice in their classrooms (Tom, 1997 and Kane, 1995, as cited in Graham & Thornley, 2000). By addressing the idea of this mutually exclusive notion of theory and practice, beginning teachers may be more likely to acknowledge the influence of educational/instructional theory on their teaching selves. It is hoped that with proper assistance in bringing both of these facets into the classroom, beginning teachers will not be forced to negotiate their teaching selves in regards to choosing one area over the other.

It is recommended the dichotomy induced discourse be addressed throughout the dialogue of educators at all levels. First, beginning with the teacher preparation program, the ways in which classes and conversations are structured around theory and practice could be adjusted in order to show the compatibility/inseparability of the two. Teacher educators can readily demonstrate the fluidity of the two concepts and how ideas from the university setting are intertwined with practice even in the most complicated classroom settings. For example, giving the teachers proper tools, such as an understanding of pedagogical content knowledge (Shulman, 1987), will allow them to dissolve the gap and see the importance of both the university setting and the practice in the classroom. Secondly, there needs to be a greater awareness of how practicing teachers at all levels discuss the ideas of pedagogy and content with neophytes. Practicing teachers can become aware of how theory *is* a part of their classroom practice and help new teachers understand the underlying frameworks or concepts of their classroom practice (i.e. classroom management theories, pedagogical content knowledge, learning theories). By addressing the dichotomy-inducing discourse with all levels of educators, beginning teachers may have a greater opportunity to see how educational/instructional theory is a part of their teaching selves and therefore, manifested in their classroom practices.

Autonomy: Understanding versus Reality

Based on the past educational experiences of educational memory, teacher preparation program and educative life experiences, the participants in this study perceived their teacher self as an autonomous being in the classroom. The participants in this study entered into the classroom with perceptions of control and independence;

however, study data revealed external forces, mainly high stakes standardized testing, frequently challenged the idea of an autonomous teacher self. There was a disparity between the teaching selves' perceived autonomy and the reality of autonomy they held in the classroom.

Autonomy is the ability to self-govern one's actions and decisions; therefore, teacher autonomy is self-governance over one's classroom in regards to "personal responsibility for their teaching" via "continuous reflection" (Little, 1995, p. 179). The "degree of teacher autonomy perceived by teachers is indicative of job satisfaction" (Person & Moomaw, 2005, p. 38) and the amount of power held by teachers is critical for schools (Ingersoll, 1996). Brooks (1990) emphasizes the importance of teacher's personal pedagogy, which allows teachers to make autonomous intellectual decisions about what to teach and how to teach. Integrating the "district's philosophy statements, grade level or curriculum guidelines, teachers' manual, and the principal's yearly charge" (p. 69) and their own vision, teachers expect to make independent decisions in how best to educate their children. Though autonomy is viewed as an important part of the teacher's classroom, it has become jostled in the past couple of decades due to the standards and high stakes testing reforms initiated with *A Nation at Risk* (1983), which stated that schools were too decentralized and there needed to be tighter control on public education. According to Ingersoll (1996), "some reformers have asserted decentralization in school systems is a primary cause of disorder and in efficiency in the operation of schools and, ultimately, poor performance by staff and students" (p. 159). The response to this concern rests with "an increase in the centralized control and accountability of school programs

and staff" (p. 159). In some instances, it led to a decrease in teacher autonomy in the classroom. The increase in centralized control was evident in this study in the way that external forces, mainly high stakes standardized testing, contradicted and influenced the autonomy of the informants' teaching selves in this study.

Throughout their educational experiences, the idea of autonomy was influencing the informants' teaching selves. Based on the educational memory, they remembered their former teachers as the decision makers of the classroom. Throughout the teacher preparation program, they were exposed to classroom management techniques, lesson planning strategies and learning theories, all of which were focused on helping them make the right decisions for their students. In the cases of Sophie, Kerstin and Phillip, their educative life experiences allowed them to experience independence in their first careers. These incidents helped shape the vision and ideas of their teaching selves. They perceived their teaching selves to be self-governing in the classroom. There was a belief they would be making the decisions required to effectively educate their students; conversely, the participants found their perceptions of autonomy challenged by external forces, mainly high stakes standardized testing.

High stakes testing was an external force that challenged the participants' vision of an autonomous teacher self and it appeared administration became the face of this external pressure. Administration appeared to be the salient other (Borich, 1999) that was responsible for enforcing the elements of high stakes standardized testing; hence, these individuals came to symbolize the negative and intrusive nature of high stakes standardized testing. The members of this study were positioned to negotiate their beliefs

of autonomy in the classroom because it was more pertinent they follow through with directives from school leaders. Phillip and Jaycee expressed their disdain for the bureaucratic emphasis their administration placed on them as teachers. Rather than supporting them in their classroom decisions and the choices they made in regards to curriculum and instruction, the school leaders were more concerned with the preparation for the TAKS test. Communication oftentimes focused on administrative tasks such as setting up the TAKS testing schedule, and reminding teachers of the importance of the TAKS via intercom, department meetings or memos. More specifically, recall the efforts of Phillip's teaching self as he tried to tie his existing curriculum into the TAKS preparation only to be directed to use TAKS preparation workbooks instead.

Administration became synonymous with high stakes standardized testing in other ways as well and that challenged the notion of an autonomous teacher self. Though the participants' teaching selves believed they would be entering into a classroom where they would be making educational decisions, their reality brought about a different perspective. The participants were forced to negotiate these beliefs in understanding "tightening control over what teachers [could] do in the classroom" (Luna & Livingstone-Turner, p. 81). For example, Jaycee and Kerstin found the autonomous teacher self challenged when their administration requested they follow a prepared curriculum. Jaycee and her department created their curriculum based on the TEKS and all teachers were asked to use the same notes, worksheets, videos and tests in order to prepare their students for the TAKS. Kerstin was given a curriculum binder from the 'curriculum lady' containing scripted lessons she was expected to use in her classes daily. In these

instances, the participants' teacher selves were not allowed the freedom and autonomy to create their classroom lessons. When teachers are forced to concentrate only on those areas assessed by the test, they "become technicians preparing students for the test instead of professional decision-makers in the classroom" (Hargrove, et. al, 2004, p. 569). Because of the pressures to ensure that their students succeed on the TAKS test, the participants did not have the opportunity to enact their teaching selves and consequently, make a full range of instructional decisions for their students.

At times, the participants displayed frustration and disappointment toward the external pressures of administration and high stakes standardized testing. These factors inhibited their teaching selves' perception of autonomy in the classroom. Pearson & Moomaw (2005) state autonomy is highly influential in whether or not a teacher remains in the teaching profession and in the case of neophyte teachers, their chances of exiting the field are already high. High stakes standardized testing challenges the idea of autonomy and this could mean teachers may be even more susceptible to leaving the classroom. There is a need for action in order to lessen the pressures of high stakes standardized testing and its impact on teacher autonomy.

Beginning teachers can begin to understand their teacher self as participating in the process of high stakes standardized testing. Beginning teachers can be offered the opportunity to function as professionals and take the professional responsibility of being accountable for their actions and for their students (Hargrove, et al., 2004). This can be done by seeking teachers' perspectives on high stakes testing (Luna & Livingston-Turner, 2001; Urdan & Paris, 1994). By offering them the opportunity to participate in the

process of creating curriculum, lesson plans, and assessments, they are given the opportunity to have "personal responsibility for their teaching" (Little, 1990, p.179). Allowing teachers to have personal responsibility for their curriculum and instruction accentuates the perception of an autonomous teacher self.

Manifestation of teacher self in classroom practices: Understanding versus reality

Throughout this study, the informants discussed the creation of their teaching selves based on past and present educational experience clusters. Simultaneously, they were asked to describe how their teaching selves were manifested in their classroom practice. Based on their educational memory, teacher preparation programs, experiences of the first year/s and educative life experiences, the participants expressed their understanding of how their teaching selves were a part of their classroom practices. Often times, their claims could be confirmed through classroom observations; however, there were some times their professed teaching self was not evident in their practices. This data draws attention to the importance of teachers' understanding of themselves and their classroom practices.

A neophyte's understanding of his or her teaching self and classroom practices is a juxtaposition of past and present educational experiences. Past experiences, such as the educational memory, teacher preparation program and educative life experiences, begin to infuse with the experiences of the first year/s. Based on the experiences and discourses surrounding neophytes throughout these educational experience clusters, they have a vision of what they believe their teacher self is like in the classroom. In the case of some participants in this study, this understanding of their teaching self was incorrect. For

example, Sophie claimed experiences in her content courses during her teacher preparation program influenced her teaching self to assist and guide her students through their learning via scaffolding and building on prior knowledge. Conversely, this aspect of Sophie's teacher self was not evident in her classroom practice. During most observations, she made herself available to students as they completed worksheet packets or research projects. She seemed to assist them with questions and comments, but did not create constructivist lessons that included mediation, taking an active role in presenting information or scaffolding student learning. Jaycee provided another example. She had explained how her educative life experience of graduate schooling had contributed greatly to the knowledge base of her teaching self and this allowed her to connect many areas throughout her lessons. She claimed she was able to "delve a little deeper in a subject and connect it to another subject better than someone else can simply because of [her] knowledge base and the fact that [she] spent so much time in college" (Participant interview, Dec. 2, 2004). However, via classroom observations, I was not aware her lessons were interdisciplinary. I observed that her lessons stayed focused on the issue at hand and if there was a tangent, it remained in the area of social studies. The participants, based on their past educational experiences, believed their teaching selves were in fact a part of their classroom practices, but these understandings were not apparent through observations.

Through this research study, it was revealed the understanding of the teaching self (or self in general) was not always what one understood it to be. Because beginning teachers have limited experience in the classroom and limited understanding of their

teaching selves, they may have a more difficult time knowing themselves as teachers. There is much influence from past and present educational experiences which can lead neophytes to view their teaching selves in ways that are not yet able to be manifested in classroom practice. For example, Jaycee believed her teacher self, influenced by her mother, was a compassionate teacher in the classroom. Through observations, I rarely saw overt or apparent gestures of compassion towards her students. She was a very stern and demanding teacher who held high expectations for her students. The participants' understanding of their teaching selves and its manifestations in classroom practice was another way in which dissonance was evident through the results of this study.

Recommendations and Future Research

This research took an in-depth look at the teacher self of the novice secondary teacher. The teacher self is one of the multiple selves (Mead, 1962) that exist in someone who is a teacher and it is created by a synthesis of internal self-definitions and external definitions from others (Jenkins, 1996). The teacher self is more than playing a role; it is the 'I' or the 'me' that stands before the students and makes decisions that impact their lives (Danielewicz, 2001). The teacher self is the inner core of the teacher. It contains the ideals, beliefs and visions of how he or she perceives his or herself as a teacher as well as the expectations one has for classroom reality. Teacher self is the basis for the identity of a beginning teacher, and as the teacher self continues to be shaped through educational experience, so will the teacher's identity. This study attempted to answer the question, *how is the teacher self shaped through educational experiences?* This was accomplished by looking at each participant's educational memory, teacher preparation program,

experiences of the first year/s and educative life experiences. A second question posed throughout this research was *how is teacher self manifested in classroom practice?*

Through the themes discovered in this study, the major finding of dissonance transpired. The informants of this study often understood their teaching selves and their classroom practices through the educational experiences they had, but when they faced their first classroom, these understandings were challenged. The dissonance they experienced oftentimes resulted in frustration and disappointment, but also challenged the teachers to negotiate the understanding of their teaching selves and modify their classroom environment. The following section suggests actions that can assist beginning teachers in understanding their teaching selves as well as recommendations for assisting beginning teachers as they deal with the elements of dissonance that may occur during their first year/s. These suggestions, based on the findings of this study, are specifically aimed towards the fields of teacher education, teacher induction and teacher retention.

Recommendations for Teacher Education

The awareness and analysis of the teacher self needs to begin in the teacher preparation program. Pre-service teachers ought to become aware of who they are and who they perceive themselves to be as future teachers. It is during this educational experience cluster the teacher self begins the synthesis of internal (educational memory, educative life experiences) and external (teacher preparation program) definitions (Jenkins, 1996) of who they are as a teacher. First, work in teacher preparation programs can begin with *personal framework reflections*, which can take the form of papers,

projects, discussion or activities. Secondly, I encourage supplementing current student teaching observation protocol with a specific focus on the teacher self.

First, courses can begin with *personal framework reflections*, which can take the form of papers, projects, discussion or activities. Focusing on the topic of the course, all students can take a reflexive look back into their educational memory and educative life experiences to address how these clusters have influenced their teaching selves. In accordance with Zeichner and Liston (1987),

> Thus far we have argued that teacher educators ought to aim at the articulation of prospective teachers' values and beliefs and relate these values and beliefs to central educational traditions. If teacher educators are to enable future teachers to act wisely and ruminate over what constitutes good reasons for their educational actions, then reflection over and inspection of personal beliefs, passions, values, images, and prejudices should occur (p. 120)

By asking teachers to critically reflect on their experiences and their visions for their teaching selves, they will be better able to understand their perspectives, understandings and questions and see how their past experiences are connected to their present course work. The *personal framework reflection* can address the changes in thinking that have occurred or the heightened awareness of other experiences in their educational memory.

Secondly, these research findings suggest there should be a personal component added to classroom observations. While many observations focus on lesson organization, classroom management skills, higher order thinking, etc., a specific focus on the teacher self can also be included. Pre-service teachers and their observers, mainly the university

supervisor, can take part in a three-part observation. This idea elaborates on Costa and Garmston's (2002) book where they recommend a pre-conference and post-conference to assist the beginning teacher in their classroom lessons. Adding a personal component to the pre-conference and post-conference steps will address the beliefs behind the decisions implemented in the lessons. By asking the pre-service teachers why they are making the decisions they are making/made in the lesson, the teachers become reflexive about their teaching. At times, it may be useful to connect present educational decisions to the teacher's educational memory, teacher preparation program or educative life experiences in order to gain a deeper understanding of decisions made in the lessons. The student teachers can be directed to understand the decisions made by their teaching selves. These discussions not only address the educational experiences that have influenced the teacher self, but they are also touching on the educational and instructional decisions the teachers implement in their lessons.

Recommendations for Teacher Induction

The experiences of the first year/s result in the negotiation of the teacher self as past educational experiences (educational memory, teacher preparation program and educative life experiences) and events of the first year/s collide. Here the teaching selves are recognizing themselves as *teacher* for the first time and they are seeking validation of their teaching selves from the generalized other (Mead, 1962), which include students, coworkers, and administration. This is a tumultuous time in a new teacher's life and there are steps that can be taken to acknowledge the personal side of the teacher, the teacher self. Again, these are supplemental suggestions that can be added into the already

existing mentor and/or induction programs. First, schools can delegate an induction facilitator to the new teachers. Secondly, I advocate for adding Safe Platform sessions to already existing mentor and induction programs.

First, schools could delegate an induction facilitator to the new teachers. This individual, similar to a university supervisor, supports the new teachers in their first year endeavors. The induction facilitator focuses mainly on observations with both pre- and post conferences, but is also available for other timely debriefings throughout the first year/s. The point of the position is to have someone available to the new teacher more often than a teacher colleague at the same school would have the opportunity. The purpose of this individual is to give more attention to the teacher self. By conducting observations with in-depth pre- and post conferences, these opportunities would allow the beginning teachers a chance for greater reflexivity. These times would allow for analysis of those specific times when the beginning teachers perceive their teaching selves as manifested in their classroom practices, but they are not visible. The beginning teacher and the induction facilitator would focus on classroom lessons and how the teaching selves' personal beliefs are affecting their classroom practices. Since this is such a time of negotiation of the beginning teacher self, the induction facilitator would be available to discuss the implications of these negotiations on both the teacher self and the classroom practices.

Secondly, I advocate for adding Safe Platform sessions to already existing mentor and induction programs. This recommendation came about from discussions that took place after the interviews were conducted. The Safe Platform sessions would be a time

set aside for new teachers to discuss the experiences of their first year/s with a lead mentor. These 'informal conversations' would allow for an interchange of ideas and concerns that occur as the teacher self is facing the day-to-day reality of the classroom. The informants of this study indicated a desire for more 'informal conversation' to occur during their beginning year/s. Kerstin felt informal conversation would help her better analyze her teacher self and her teaching practices, "Or these [study] questions, they make me think and go back or how could I change the way that I do this? This is wonderful because it makes me go back and analyze where on my own, I probably wouldn't" (Participant interview, June 27, 2005). Phillip viewed less formal discussions as an opportunity to be a part of the conversation rather than just a passive participant as he found himself in many seminars for new teachers. He commented, "…a lot of good things have come from those [informal] conversations. Sometimes there is very valuable information [at new teacher seminars], but it is not at the forefront of your mind and a lot of time we spend being talked to as opposed to being part of the conversation (Participant interview, May 12, 2005). Jaycee believed an opportunity such as the Safe Platform session would have offered her a safe and secure place to discuss the tough issues of her beginning year/s. She believed, "…it would have been nice to have that forum to get that stuff off my chest without there being any repercussions…it would have given me more security…and I think it would have made me more confident…and probably would have made me feel a little bit better in the classroom when I was doing something wrong or something didn't work" (Participant interview, April 26, 2005). By adding a Safe Platform for beginning teachers to address the dissonance they are experiencing in

regards to their teacher self, they will be offered an outlet to reflect, vent, discuss and improve classroom practices. The Safe Platform sessions would allow for more personal attention to the neophytes and they would not be forced to face tough issues isolated in their classrooms. They would examine the beliefs of their teacher selves and how these beliefs are clashing with their first year/s. This would be a chance for new and experienced teachers to come together and deal with the real matters the novice teachers are facing. These times could be reflective and constructive, resulting in teachers leaving with a greater understanding of their teaching selves and new ideas about how to impact their classroom practice.

Recommendations for Teacher Research

The revelation of a complex teacher self begs for more attention by educational researchers. Without attending to the self, we continue to miss the significant pieces that influence our understandings and decisions as teachers. Reflection upon and further mappings of the self are significant missing and vital pieces in the teacher education program. More research needs to be conducted and action taken based on the novice teacher's personal growth and development as an educator (Allender, 2001; Britzman, 2003; Danielewicz, 2001; Dollase, 1992; Featherstone, Munby, & Russell, 1997; Schempp, et al, 1999; Tickle, 1999). This study addressed the teacher self, its development through educational life experiences and its manifestation in classroom practice. In order to continue research on teachers, I propose four suggestions for future research.

First, it is important to further explore the four educational experience clusters and the ways in which they shape the teaching self. Because of the time and length of this study, I was only able to briefly touch on the educational memory, teacher preparation program, educative life experiences and the experiences of the first year/s. These are significant time frames in new teachers' past and present. It would be valuable to understand the intricacies and connections of these four educational experience clusters in regards to teacher self and classroom practice.

Secondly, the implications and recommendations of this study are mostly tied to the creation of teacher self and the next logical step would be to study the intricacies of the teacher self as it develops specifically in the classroom. As this study examined teachers in their first through third years of teaching, it might be valuable to conduct a longitudinal study that would follow neophytes through their first through fifth years of teaching in order to gain a better understanding of how the teacher self continues to change and in turn is manifested in classroom practice.

One could also follow the development of teacher self throughout the teacher preparation program and into the first year/s of teaching. By working with teachers throughout these educational experiences, there will be a greater understanding of the negotiations that take place between the teacher preparation program and the first year/s of teaching.

Finally, the informants of this study were all white and from the middle class. I advocate working to understand the development of teacher self in beginning teachers of other ethnicities and social classes. It may be surprising to see the differences and/or

similarities in the creation of teacher self of those teachers who are not white and from the middle class. Sleeter (2001), citing the works of Ladson-Billings, Rios & Montecinos and Su, states “preservice students of color bring a richer multicultural knowledge base to teacher education than do White students” (p. 95). In light of this statement, there may be key aspects of past educational experiences of teachers of color that are important to investigate in regards to teacher self.

Conclusion

Through this research it was found that the teacher self, created through educational experiences of the educational memory, teacher preparation program, experiences of the first year/s and educative life experiences, was a part of the neophyte teacher in this study and, in turn, their classroom practices. The aspect of teacher self is rare in the study of novice secondary teachers, but due to the dissonance that occurs when addressing this part of teaching, a stronger focus can be placed on this personal part of the classroom teacher.

Appendix: Interview Protocol

Interview One:

Background

1. Please tell me a little bit about yourself.
2. What is a teacher?
3. What does a teacher do?
4. How/why did you decide to become a teacher?
5. Describe yourself as a teacher.
6. How do you feel about your first year/s as a teacher? How is it different from what you thought it would be?
7. Tell me about the teacher induction program at your school.

Interview Two:

School Biography

Research Question	Theory
1. Tell me about your favorite teachers from your grade school experiences.	Apprenticeship-of-Observation, Lortie (1975)
2. Tell me about your least favorite teachers from your grade school experiences.	Apprenticeship-of-Observation, Lortie (1975)
3. Tell me about any significant memories as a student that inspired you to be a teacher.	Apprenticeship-of-Observation, Lortie (1975)
4. Tell me about any significant memories as a 'teacher' (i.e. coach, counselor, child-care) that inspired you to be a teacher.	Experiences that exercised similar or related pedagogical skills, Schempp, et. al, (1999)
5. How do you think the memories which we have just discussed have shaped you as a teacher?	My research
6. Can you give me some concrete examples in your classroom practice?	My research
7. When you were in school, what did you think a teacher was? How is that different from today?	School Biography, Britzman (2003)
8. Before you started, how did you envision your students? What dreams/anticipations did you have for them? How is that different from today?	School Biography, Britzman (2003)
9. Before you started, how did you envision your colleagues? What hopes/anticipations did you have for them? How is that different from today?	School Biography, Britzman (2003)
10. Before you started, how did you envision your administration? What hopes/anticipations did you have for them? How is that different from today?	School Biography, Britzman (2003)

Interview Three:

Teacher Preparation Program

Research Question	Theory
1. After you completed your teacher preparation program, what did you think a teacher was? How is that different from today?	School Biography, Britzman (2003)
2. How did you view yourself as a teacher? How is that different from today?	My research
3. Tell me how your professors helped to influence you as a teacher.	Apprenticeship-of-Observation, Lortie (1975)
4. Tell me how your content/subject matter helped to influence you as a teacher.	Influence of theory and research, Featherstone et. al, (1997)
5. Tell me how the theory of education helped to influence you as a teacher.	Influence of theory and research, Featherstone et. al, (1997)
6. Tell me how your practical experience with students (before student teaching) helped to influence you as a teacher.	Collective Identity, Danielewicz (2001)
7. Tell me how your practical experience with students (during student teaching) helped to influence you as a teacher.	Collective Identity, Danielewicz (2001)
8. Can you give me some concrete examples of these influences (professors, theory, subject matter and students) in your classroom practice?	My research
9. How have you juggled the theory and practice you had in your teacher preparation program with the real life demands of your classroom? Please include specific examples in your classroom instruction.	Bridging theory and practice, Graham & Thornley (2000)
10. As a young teacher, has anyone approached you for classroom ideas or have you chosen to eliminate your ideas because of suggestions from your seasoned veteran teachers?	Novice versus veteran, Schempp et. al, (1999)

Interview Four:

Experiences of the First Year/s

Research Question	Theory
1. Now that you are in your first year/s, what is a teacher? How do you feel you compare to this standard?	Definition of self compared to standard, McCann & Johannessen (2004)
2. As a first year/s teacher, what relationship thoughts/concerns do you have about yourself when it comes to students, colleagues and administration?	Concern about relationships in school setting, McCann &Johannessen (2004)
3. Can you tell me ways in which the students have shaped you as a teacher in your first year/s?	Psychological experiences with significant and salient others, Borich (1999) Student pressure, Blase & Greenfiesld (1982) as cited in Schempp, et. al, (1999)
4. Can you give me specific examples of ways in which your experiences with your students have affected/changed your classroom practice?	My research
5. Can you tell me ways in which your colleagues have shaped you as a teacher in your first year/s?	Psychological experiences with significant and salient others, Borich (1999) Authority of experienced teachers' voices, Featherstone, et. al, (1997)
6. Can you give me specific examples of ways in which your experiences with your colleagues have affected/changed your classroom practice?	My research
7. Can you tell me ways in which the administration has shaped you as a teacher in your first year/s?	Psychological experiences with significant and salient others, Borich (1999) Administrative power, Schempp, et. al, (1999)
8. Can you give me specific examples of ways in which your experiences with your administration have affected/changed your classroom practice?	My research
9. Can you tell me ways in which your state and national politics, particularly high-stakes standardized testing, have shaped you as a teacher in your first year/s?	Pressures of standardized high-stakes testing, McNeil (2000)
10. Can you give me specific examples of ways in which your experiences with state	My research

and national politics, particularly high-stakes standardized testing, have affected/changed your classroom practice?	

References

Adler P.A. & Adler, P. (1994). Observational techniques. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 377-392). Thousand Oaks, CA: Sage Publications, Inc.

Allender, J.S. (2001). *Teacher self: The practice of humanistic education.* Oxford: Rowman & Littlefield Publishers, Inc.

Britzman, D.P. (2003). *Practice makes practice: A critical study of learning to teach.* New York: State University of New York Press.

Brooks, J.G. (1990). Teachers and students: Constructivists forging new connections. *Educational Leadership FIND THE REST!!!!*

Borich, G. (1999). Dimensions of self that influence effective teaching. In R. Lipka, and T. Brinthaupt, (Eds) *The Role of Self in Teacher Development.* (pp. 92-120) Albany: State University of New York Press.

Burbules, N.C. (1993). *Dialogue in teaching: Theory and practice*. New York: Teachers College Press.

Certo, J.L. & Fox, J.E. (2002). Retaining quality teachers. *High School Journal, 86* (1), 57-76.

Chambers, D. (2002). The real world and the classroom: Second-career teachers. *Clearing House, 75*(4), 212-218.

Cochran-Smith, M. (1995). Uncertain allies: Understanding the boundaries of race and teaching. *Harvard Educational Review, 65*(4), 541-570.

Coldron, J. & Smith, J. (1999). Active location in teachers' construction of their professional identities. *J. Curriculum Studies, 31*(6), 711-726.

Conway, C., Krueger, P., Robinson, M., Haack, P., & Smith, M. (2002). Beginning music teacher induction and mentor policies: A cross-state perspective. *Arts Education Policy Review, 104*(2), 9-18.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: SAGE Publications.

Costa, A.L & Garmston, R. J. (2002). *Cognitive coaching: A foundation for renaissance* (2nd ed). Norwood, MA: Christopher-Gordon Publishers.

Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy, and teacher education*. Albany, NY: State University of New York Press.

Darling-Hammond, L. (2003). Keeping good teachers. *Educational Leadership, 60*(8), 6-14.

Delpit, L. (1997). Education in a multicultural society: Our future's greatest challenge. In J. Strous (Ed.) *Exploring themes of social justice in education: Readings in social foundations*. Columbus, OH: Merrill.

Denzin, N.K. & Lincoln, Y.S. (Eds.). (2000) *Handbook of qualitative research* (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Dollase, R.H. (1992). *Voices of beginning teachers: Visions and realities*. New York: Teachers College Press.

Featherstone, D., Munby, H. & Russell, T. (1997). *Finding a voice while learning to teach*. London: The Falmer Press.

Featherstone, H. (1993). Learning from the first years of classroom teaching: The journey in, the journey out. *Teachers College Record, 95(1)*, 93-112.

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership, 60(8)*, 25-30.

Foucault, M. (1972). *The archeology of knowledge.* (A.M. Sheridan Smith, Trans.). New York: Pantheon.

Freidus, H. & Krasnow, M. (1991). Second career teachers: Themes and variation. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Ganser, T. (2002). Building the capacity of school districts to design, implement and evaluate effective new teacher mentor programs: Action points for colleges and universities. *Mentoring and Tutoring, 10*(1), 47-55.

Gay, G. & Howard, T.C. (2000). Multicultural teacher education for the 21st century. *The Teacher Educator 36*(1), 1-16.

Giebelhaus, C.R & Bowman, C.L. (2002). Teaching mentors: Is it worth the effort? *Journal of Educational Research, 95*(4), pp. 246-254.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction*. New York: Addison Wesley Longman.

Gommers, L. & Hermans, C.M. (2003). Beliefs in action: Teachers' identity influences school's identity. *International Journal of Education and Religion, 4*(2), 186-197.

Graham, S. & Thornley, C. (2000). Connecting classrooms in pre-service education: Conversations for learning. *Asia-Pacific Journal of Teacher Education*, *28*(3), 235-246.

Hargrove, T.H., Walker, B.L., Huber, R.A., Corrigan, S.Z. & Moore, C. (2004). No teacher left behind: Supporting teachers as they implement standards-based reform in a test-based educational environment. *Education*, *124*(3), 567-572.

Huberman, A.M. & Miles, M.B. (1983). Drawing valid meaning from qualitative data: Some techniques of data reduction and display. *Quality and Quantity 17*, 281-339.

Hope, W.C. (1999). Principals' orientation and induction activities as factors in teacher retention. *Clearing House*, *73*(1).

Hopper, T. & Sanford, K. (2004). Representing multiple perspectives of self-as-teacher: School integrated teacher education and self-study. *Teacher Education Quarterly*, *31*(2), 57-74.

Ingersoll, R.M. (1996). Teachers' decision-making power and school conflict. *Sociology of Education, 69*(2) 159-176.

Jenkins, R. (1996). *Social identity*. New York: Routledge.

Johnson, H. (2001). Administrators and mentors: Keys in the success of beginning teachers. *Journal of Instructional Psychology, 28*(1), 44-50.

Joyce, B., Weil, M. & Calhoun, E. (2000). *Models of teaching* (6th ed.) Needham Heights, MA: Allyn and Bacon.

Kain, J.F. & Singleton, K. (1996) Equality of educational opportunity revisited. *New England Economic Review*, 87-111.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE Publications, Inc.

Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System 23*(2), 175-181.

Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

Luna, C. & Livingstone-Turner, C. (2001). The impact of the MCAS: Teachers talk about high stakes testing. *English Journal, 91*(1), 79-87.

Mahlios, M. C. (2002). Teacher role formation. *Action in Teacher Education, 26*(1), 9-21.

Manuel, J. (2003). 'Such are the ambitions of youth': Exploring issues of retention and attrition of early career teachers in New South Wales. *Asia-Pacific Journal of Teacher Education, 31*(2), 139-152.

Martin, N. & Baldwin, B. (1996). Helping beginning teachers foster healthy classroom management: Implications for elementary school counselors. *Elementary School Guidance & Counseling, 31*(2), 106-114.

Mayes, C. (2001). Deepening our reflexivity. *The Teacher Educator, 36*(4), 248-264.

McCann, T.M. and Johannessen, L.R. (2004). Why do new teachers cry? *Clearing House, 77*(4), 139-146.

McLean, S.V. (1999). Becoming a teacher: The person in the process. In R. Lipka, and T. Brinthaupt (Eds.), *The Role of Self in Teacher Development* (pp. 55-91). Albany: State University of New York Press.

McNeil, L. (2000). *Contradictions of school reform: Educational costs of standardized testing*. New York: Routledge.

Mead, G.H. (1962). *Mind, self and society*. Chicago: University of Chicago Press.

Meadows, K.A. (2003). So you want to do research? 4: An introduction to quantitative methods. *British Journal of Community Nursing*, 8(11), 519-526.

Merriam, S (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass Publishers.

Mertens, D.M. (1998). *Research methods in education and psychology*. Thousand Oaks, CA: Sage Publications, Inc.

Miles, M.B. & Huberman, A.M. (1984). *Qualitative data analysis: A sourcebook of new methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Millinger, C.S. (2004). Helping new teachers cope. *Educational Leadership, 61*(8), 66-

70.

National Education Association (2002, 2003, 2004). A better beginning: Helping new teachers survive. Retrieved September 27, 2004, from http://www.nea.org/teachershortage/betterbeginnings.html

Oh, D.M., Ankers, A.M., Llamas, J.M. & Tomyoy, C. (2005). Impact of pre-service student teaching experience on urban school teachers. *Journal of Instructional Psychology, 32*(1), 82-98.

Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Pearson, L.C. & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational Research Quarterly*, 29(1), 37-53.

Peterson, B., Williams, S., Dick, T., & Dunham, P.H. (1998). Mentoring beginning teachers. *Mathematics Teacher, 91*(8), 730-735.

Resta, V., Huling, L. & Rainwater, N. (2001). Preparing second-career teachers. *Educational Leadership, 58*(8), 60-68.

Roth, W.M. (2002). *Being and becoming in the classroom*. Westport, CT: Ablex Publishing.

Schempp, P.G., Sparkes, A.C., & Templin, T.J. (1999). Identity and induction: Establishing the self in the first years of teaching. In R. Lipka, and T. Brinthaupt, (Eds.), *The Role of Self in Teacher Development* (pp. 142-161). Albany: State University of New York Press.

Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22.

Sleeter, C.E. (2001) Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education, 52*(2), 94-106.

Stake, R. E. (1994) Case studies. In N. Denzin & Y. Lincoln (Ed.), *Handbook of qualitative research* (pp. 236-247). Thousand Oaks, CA: Sage Publications, Inc.

Strong, M & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: Suggestions and responses. *Teaching and Teacher Education*. *20*(1): 47-58.

Sweeny, B.W. (2001). *Leading the teacher induction and mentoring programs*. Arlington Heights, IL: Skylight Professional Development.

Tickle, L (1999). Teacher self-appraisal and appraisal of self. In R. Lipka, and T. Brinthaupt, (Eds.) *The Role of Self in Teacher Development* (pp. 121-141). Albany: State University of New York Press.

Texas Education Agency. *2003-2004 Academic Excellence Indicator System District Reports*. Retrieved January 21, 2005 at http://www.tea.state.tx.us/perfreport/aeis/2004/district.srch.html.

Twiselton, S. (2004). The role of teacher identities in learning to teach primary literacy. *Educational Review*, *56*(2), 157-164.

Urdan, T.C. & Paris, S.G. (1994). Teachers' perceptions of standardized achievement tests. *Educational Policy, 8*(2), 137-156.

U.S. Department of Education. (2000). *A nation at risk*. Retrieved November 11, 2001, from http://www.ed.gov./pubs/NatAtRisk/risk.html.

Valenzuela, A. (1999). *Subtractive schooling: U.S. mexican youth and the politics of caring*. New York, NY: State University of New York Press.

Walsdorf, K. & Lynn, S. (2002). The early years: Mediating the organizational environment. *Clearing House*, *75*(4), 190-195.

Walsh, D. (1998). Critical thinking to reduce prejudice. *Social Education, 4*, 280-282.

Weasmer, J. & Woods, A.M. (2003). The role of the host teacher in the student teaching experience. *Clearing House, 76*(4), 174-178.

Wood, A.L. (2005). The importance of principals: Site administrators' roles in novice teacher induction. *American Secondary Education, 33*(2), 39-62.

Yin, R.K. (1984). *Case study research* (5th ed.). Beverly Hills, CA: Sage Publications.

Zeichner, K. & Liston, D. (1987). Critical pedagogy and teacher education. *Journal of Education, 169*(3), 117-138.

Zeichner, K. (2002). Beyond traditional structures of student teaching. *Teacher Education Quarterly*, *29*(2), pp. 59-64.

Zembylas, M. (2003). Interrogating "teacher identity": Emotion, resistance, and self-

formation. *Educational Theory, 53*(1), 107-127.

Vita

Kristi Ann (Bernecker) Preisman was born in Lincoln, Nebraska on October 19, 1974, the daughter of Shirley Rae Bernecker and Michael Douglas Bernecker. After completing her work at Plainview High School, Plainview, Nebraska, in 1993, she entered the University of Nebraska at Kearney in Kearney, Nebraska. She received her Bachelor of Arts degree from the University of Nebraska at Kearney in 1997. In 1998 she was hired as a speech, theater and English teacher at Marian High School in Omaha, Nebraska. During this time she began work on her Master of Arts degree at the University of Nebraska at Omaha in Omaha, Nebraska. She received her Master of Arts degree in 2002. In August 2002, she entered the Graduate School of The University of Texas at Austin in Austin, Texas. She received her PhD in Curriculum and Instruction from The University of Texas at Austin in December 2005.